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ABSTRACT

This bibliography provides abstracts of 531 state reports selected from the ERIC document collection. Covering ERIC accessions from the period 1968 through June 1977, the abstracts reflect the expansion of state interests and activity in postsecondary planning and coordination. The period of rapid growth in the number of two-year colleges in the mid-60's is reflected by feasibility studies for state junior college systems and standards for facilities and operations. Programs for the disadvantaged, open access, and the management and evaluation of vocational programs are concerns also evident among the early documents. Transition to the current period of stationary enrollments and reduced resources, and the concurrent expansion of state regulatory powers, are reflected in renewed discussions of college role, state-local relationships, and studies of unit costs, alternative funding formulas, program duplication and other measures of cost effectiveness. Between the earliest and latest reports are basic statistical compilations, studies of transfer success, guidelines for program development, and institutional surveys of many types. The abstracts are arranged by state, with 46 of the 50 states represented. Because the abstracts are reproduced exactly as originally published, variable typography may effect the legibility of some entries. (Author)

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ERIC
CLEARINGHOUSE FOR JUNIOR COLLEGES

ED144632

STATE REPORTS ON TWO-YEAR COLLEGES: A SELECTED BIBLIOGRAPHY OF ERIC DOCUMENTS

Compiled by
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JC 770 443

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August 1977

THIS BIBLIOGRAPHY MAY BE REPRODUCED AT WILL.

PREFACE

In November of 1976 the ERIC system celebrated its tenth birthday with a special anniversary issue of Resources in Education, the ERIC abstract journal. While ERIC has been generally thought of as a source of current information, after ten years--and about 130,000 documents--the richness of the document collection as a source of retrospective and comparative information is becoming apparent. The depth and breadth of ERIC's coverage of the educational report literature are well illustrated by the 531 abstracts compiled in this bibliography of state reports related to community and junior colleges, technical institutes, and postsecondary area vocational schools.

The decade 1966-1976 witnessed the development of coordinated state systems of two-year colleges as well as that of ERIC. The abstracts reproduced here reflect the expansion of state interests and activity in postsecondary planning and coordination. Some of the earliest documents cited are reports of state feasibility studies and needs assessments for two-year college systems. Discussions of the roles of two-year institutions, their relationships with other higher education components, and alternative governance structures are prevalent among the early documents. The period of rapid growth in the number of two-year institutions during the 1960's is evidenced by the publication of guidelines for establishing new colleges, for site selection and construction of facilities, and of standards for college planning and operations. The development of programs meeting the needs of disadvantaged students, open access, and the management and evaluation of vocational programs are concerns evident among the early documents that remain throughout the bibliography.

New circumstances are reflected in the more recent reports. The changing nature of the two-year college student, as documented in many reports on student characteristics, is also apparent in critical analyses of enrollment projection methodologies based on high school graduation rates. Transition from an era of growth to one of stationary or declining enrollments and reduced fiscal resources is signaled by an increasing number of studies examining alternative formulas for state funding and proposals for financial reform. The development and implementation of systems for standardized data collection and reporting, planning and evaluation models, unit cost studies, and of attempts to deal with problems of program duplication reflect pressures toward operational efficiency and productivity. Concurrently, the expansion of state regulation of college operations, perhaps abetted by the investiture of new powers in "1202" commissions, has brought forth renewed discussions of state-local relationships, of jurisdictional authority among state boards and commissions, and of institutional autonomy. Competition for students among two- and four-year colleges has produced new or refined definitions of institutional jurisdictions, as exemplified by guidelines for outreach activities.

Between the earliest and latest documents are basic statistical compilations, articulation agreements, studies of student mobility and of transfer success, cost effectiveness studies, institutional surveys of many types, state-wide follow-up studies, budgeting manuals, surveys of high school students' post-high school plans, and guidelines for the development and evaluation of special programs.

While this bibliography reflects state-level interests and concerns, it is neither a complete record of state publications on two-year colleges nor an authoritative compilation of the most significant documents. The ERIC Clearinghouses depend primarily on the voluntary submission of materials for inclusion in the collection; many important documents may have been missed. In addition, only a portion of the available ERIC documents are represented. In order to include full abstracts of documents yet keep the bibliography within reasonable size, certain types of documents have been excluded categorically: curriculum guides, reports and studies focusing on local areas, older materials dealing with manpower requirements and specific occupational curricula, sponsored studies and project reports resulting from grant awards to local institutions. With a few exceptions, conference and workshop reports have also been excluded. No document was considered for inclusion unless two-year institutions were mentioned in the abstract or in the indexing terms, a criterion that has affected the representation of those states with single postsecondary governance systems whose reports tend to cover institutions at all levels and which necessitate abstracting and indexing from a broad perspective.

Since the document abstracts are reproduced here exactly as originally published, it was not possible to include materials acquired during ERIC's first year, from November 1966 through December 1967, when RIE (then entitled Research in Education) had a very different publication format. Unfortunately this has meant the exclusion of the very earliest studies and master plans.

A bibliography of state reports on two-year colleges was first suggested as a Clearinghouse publication by Fred Wellman, then Chairman of the National Council of State Directors of Community and Junior Colleges and a member of the Clearinghouse Advisory Board. Candidate documents were identified through a combination of manual and computerized searching methods, and were then reviewed for their current or historical interest. Omissions of important documents may have occurred through a failure to identify all of the appropriate issuing agencies. We welcome the contribution of reports not yet available in the ERIC collection which may add to its usefulness as a resource for post-secondary education.

Organization of the Bibliography

This bibliography provides abstracts of 531 state reports related to two-year colleges selected from the ERIC document collection. The abstracts are organized by state, and within each state section are arranged in rough chronological order so as to display trends and relationships. Forty-six of the fifty states are represented. Entries for some series of reports with abstracts descriptive of the contents rather than informative have been grouped together out of chronological sequence; full abstracts have been retained only for the latest editions of such reports.

The abstracts are reproduced exactly as originally published in ERIC's abstract journal Resources in Education (formerly Research in Education); thus variations in typography and print quality are present. The small size of type necessary for the economical publication of a major abstracting journal does not lend itself to adequate microfiche reproduction. Hence copies of this bibliography will not be available from the ERIC Document Reproduction Service. A limited supply of single copies is available free from the Clearinghouse.

Instructions for obtaining copies of documents cited in the bibliography and an ERIC document order form are appended. Prices for microfiche (MF) and hard copy (HC) reproductions of the documents have been retained in the abstracts to indicate availability in each format, but the prices shown may no longer be valid. Current prices must be calculated according to the number of pages cited in each abstract and the appended price schedule.

HIGHLIGHTS

Budgeting
    70, 97, 188, 380, 404, 440

Collective Bargaining
    280, 499, 509

Cost Studies
    60, 180, 186, 199, 223, 310, 353, 510, 517

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Master Plans
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Occupational Program Evaluation Methods
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Personnel Policy
    88, 381, 409, 478

Planning Systems
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Student Flow Studies
    26, 33, 39, 45, 50, 68, 152-171

Transfer Policy
    82, 98-99, 277, 397, 424, 490, 520

Tuition
    206, 504, 507

Alabama

1.

ED 080 733 VT 021 085
Baker, Richard A. Drake, James Bob
Self-Appraisal Manual for Local Vocational Education Programs.
Auburn Univ., Ala. Dept. of Vocational and Adult Education.
Spons Agency—Alabama State Dept. of Vocational Education, Montgomery.
Pub Date 73
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation Methods, *Manuals, *Measurement Instruments, *Program Evaluation, *Self Evaluation, *Vocational Education
Identifiers—Vocational Information Reporting System Manual

One phase of program evaluation in vocational education may be thought of as an appraisal of the operational procedures and the resources available. If program improvement is accepted as one area of evaluation, then more attention should be given by local vocational personnel to setting objectives, identifying evidence of attainment, and inferring from the evidence those changes that might bring about improvement. The procedures and instruments included in this manual are the results of the efforts of some 500 persons, including local vocational directors, teachers, principals, superintendents, supervisors, directors of vocational institutes, junior college deans of instruction, teacher trainers, and state advisory council members. The manual contains self appraisal instruments and directions for evaluating adult supplementary programs, adult preparatory programs, secondary and postsecondary occupational programs, and nonoccupational programs. Charts and procedures to be utilized in the followup of students in the Vocational Information Reporting System Manual and the self appraisal instruments to be used are included. (Author/SN)

2.

ED 082 593 HE 004 573
A Study of Undergraduate Admissions to Alabama Colleges and Universities, 1971-72.
Alabama State Commission on Higher Education, Montgomery.
Pub Date Aug 72
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Admission (School), *Admission Criteria, *Educational Policy, *Enrollment Trends, *Higher Education, School Surveys, Undergraduate Study
Identifiers—*Alabama

This study examines the undergraduate admission process at Alabama colleges and universities. A questionnaire mailed to officials directing admissions at the 54 public and private colleges and universities in Alabama was constructed to determine: the minimum requirements for undergraduate admission; routine extra-credential considerations; the numbers and kinds of applicants and the trends in the numbers of applicants; the extent of high school visitations by institutional representatives; and transfer credit policies. Conclusions are categorized into junior institutions, senior institutions, public institutions, private institutions, and freshman vs. transfer admissions. The survey instrument is presented in the appendix. (MJM)

3.

ED 121 392 JC 760 234
The History of Alabama State Junior Colleges.
Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.
Note—15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors—Community Colleges, *Educational History, *Educational Legislation, *Junior Colleges, *State Legislation, Technical Institutes
Identifiers—*Alabama

This document provides a brief legislative history of the Alabama State Junior College System, beginning with the 1961 creation of a statewide junior college governing body, and culminating with the establishment in 1973 of Chatachoochee Valley Community College, the nineteenth school in a statewide junior college system which serviced over 40,000 students in fall 1974. The texts of several state laws applying to junior colleges are included as are many of the decisions and recommendations of the Committee on Junior Colleges. A map of the locations of the 19 state junior colleges and 29 technical colleges and institutes is appended, as are names and addresses of the institutions. (NHM)

Alaska

4.

ED 100 415 JC 750 044
Higher Education in Alaska. A Report with Special Reference to the Community Colleges, Submitted to the Interim Committee on Higher Education, Alaska Legislature.
McLean Associates, Juneau, Alaska.
Spons Agency—Alaska State Legislature, Juneau.
Pub Date Jan 74
Note—89p.; Marginal legibility on some pages
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Administrative Organization, College Curriculum, *College Planning, Educational Needs, Financial Support, *Higher Education, *Junior Colleges, Organizational Change, School Community Relationship, *Statewide Planning, Vocational Education
Identifiers—*Alaska

This study builds on a previous report, Higher Education in Alaska, commissioned by the Alaskan Legislature in 1972. Suggestions and recommendations made in that initial report and the subsequent actions taken on them make up the body of the discussion. Along with a review of organizational and budgeting matters, of special interest is the discussion of the Alaskan community colleges, which are part of the University of Alaska system. The community colleges have emerged from university extension centers, and the philosophy of extension education is still influential in the new colleges. Although both transfer and career programs are available, funding for courses that are applicable to baccalaureate degrees is significantly easier to obtain. Occupational programs have not received as much emphasis as they need, and it seems desirable that vocational education be taken into the community college programs. Statewide planning and more specific attention by the regents is needed to make sure the community college system is organized for optimum efficiency and service. Toward that end, certain defined limits of autonomy must be allotted to the colleges to allow them to respond quickly to local needs. (MJK)

Arizona

5.

ED 017 159 **EF 001 516**
CONDON, JOHN T.
PLANNING AND DEVELOPMENT PROCEDURES LEADING TO THE CONSTRUCTION OF EDUCATIONAL FACILITIES.
ARIZONA STATE BOARD OF DIRECTORS FOR JUNIOR COLL.
PUB DATE 17 JUL 67
EDRS PRICE MF-$0.25 HC-$2.04 49P.

DESCRIPTORS *COLLEGE PLANNING, *CONSTRUCTION NEEDS, *DATA COLLECTION, *EDUCATIONAL FACILITIES, *JUNIOR COLLEGES, CONSTRUCTION COSTS, DATA ANALYSIS, EDUCATIONAL SPECIFICATIONS, METHODOLOGY, STUDENT ENROLLMENT,

THE PLANNING AND DEVELOPMENT PROCEDURES OUTLINED ARE FOR USE BY COLLEGE DISTRICT OFFICIALS AND PERSONNEL, ARCHITECTS, ENGINEERS, PLANNING CONSULTANTS, AND STATE OFFICERS IN CONNECTION WITH THE CONSTRUCTION AND FINANCING OF JUNIOR COLLEGE EDUCATIONAL FACILITIES. THE PURPOSE OF THE PROCEDURES IS TO EXPEDITE THE PLANNING PROCESS AND TO PROVIDE A MEDIUM FOR INTELLIGENT, ORGANIZED COMMUNICATION AMONG ALL CONCERNED. THE SEQUENTIAL STEPS IN THE METHOD ARE--(1) STATEMENT OF PROJECT NEED, (2) SELECTION OF ARCHITECT, (3) REQUEST FOR FUNDS, (4) EDUCATIONAL SPECIFICATIONS, (5) SCHEMATIC DESIGN PHASE, (6) DETAILED SPECIFICATIONS, (7) DESIGN DEVELOPMENT, (8) FINANCIAL PROGRAM, (9) CONSTRUCTION DOCUMENT PHASE, (10) BIDDING PROCEDURES, (11) RECORDS REQUIREMENTS, (12) CONSTRUCTION ACCOUNTS AND, (13) MINOR BUILDING PROJECTS. FORMS ARE INCLUDED FOR COLLECTING DATA NEEDED IN IMPLEMENTING OF THE STEPS. (HH)

6.

ED 024 381 JC 680 442
Stokes, Marsden B. And Others
Arizona Junior Colleges: An Investment in Educational Opportunities for Youth and Adults.
Arizona Univ., Tucson. Coll. of Education.
Spons Agency—Arizona State Board of Directors for Junior Colleges, Phoenix.
Pub Date Jul 68
Note—263p.
EDRS Price MF-$1.00 HC-$13.25
Descriptors—College Buildings, College Planning, *College Programs, *Financial Support, *Higher Education, *Junior Colleges, *Student Personnel Services
Identifiers—*Arizona

This comprehensive examination of Arizona junior colleges covers their development, philosophy, present activities, and trends. Enrollment projections for the seven districts must allow for both normal population growth and for commuting distances in thinly populated areas. Existing and planned physical facilities and their use are described in detail. Instructional personnel is discussed by number, student load and contact hours, professional preparation, experience, and turnover. Student personnel specialists are examined according to function, organization, preparation, title, load, facilities, and difficulties. (It is noted that counseling should be continuous from freshman orientation through job placement.) Discussion of the educational program is divided into university-parallel courses; semiprofessional, technical, and skill programs; joint programs; enrichment, vocational, and cultural courses; adult courses for refreshing, upgrading, and retraining; programs planned for new districts; uniformity vs. diversity; adaptations to unique local needs; feasibility of certain programs; coordination and articulation with other colleges and universities; extensions and revisions to meet manpower needs; and the over-all holding power of the college and its programs. Characteristics of the students, where they come from, where they go, and how well they succeed are described. Particulars of Arizona's junior college financing and philosophical guidelines for college boards conclude the paper. (HH)

Arkansas

7.

ED 078 831 JC 730 168
Arkansas's Need for Community Junior Colleges.
Arkansas State Dept. of Higher Education, Little Rock.
Pub Date Jul 72
Note—35p.; Report of the Advisory Commission on Community Junior Colleges
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *Community Colleges, *Junior Colleges, Post Secondary Education, Public Opinion, Student Needs, Teacher Qualifications, Technical Reports, *Vocational Education
Identifiers—Arkansas

Various points emphasizing Arkansas' need for community junior colleges include: (1) Community colleges will cater to local educational and vocational needs; (2) Faculty members will possess special abilities; and (3) Community colleges can advance public acceptance of occupational education. (CK)

8.

ED 078 832 JC 730 169
Further Development of Arkansas Higher Education.
Arkansas State Dept. of Higher Education, Little Rock.
Pub Date Jul 72
Note—43p.; Report to the Legislative Council, the 69th General Assembly and Governor Dale Bumpers
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Role, *Community Colleges, *Data Analysis, Educational Needs, *Feasibility Studies, Higher Education, *Junior Colleges, Post Secondary Education, Technical Reports, Universities, Vocational Education
Identifiers—Arkansas

A report is given to present a comprehensive analysis of the need for additional higher education in Arkansas, a coordinated approach which will best serve the needs of the state's citizens, and responses to resolutions calling for feasibility studies for community junior colleges. The report begins with a brief review of the history and role of higher education and coordination in higher education in Arkansas. An analysis and description of the need for expansion of higher educational opportunities in Arkansas is presented. Then four major options for expansion are discussed: (1) additional state colleges and universities, (2) branch campuses, (3) separate academic and technical institutions, and (4) community junior colleges. (Author/CK)

9.

ED 099 008 JC 740 448
Procedure for the Establishment of Community Colleges in Arkansas.
Arkansas State Dept. of Higher Education, Little Rock. Div. of Community Colleges.
Pub Date Nov 73
Note—33p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Administrator Qualifications, Chief Administrators, *College Planning, *Community Colleges, Educational Finance, *Educational Specifications, Governance, Guides, Higher Education, Post Secondary Education, *State Colleges, *State Legislation
Identifiers—*Arkansas

Guidelines for establishing community colleges in Arkansas are provided. The sections of the manual are as follows: What Is a Community College? What Are Its Advantages for the Student? Community Colleges and Other Institutions of Higher Education; The Finance and Control of a Community College; Steps in the Establishment of a Community College in Arkansas; Role of the Local Steering Committee; Criteria for the Establishment of a Community College District; Selection of Community College Districts Which May Hold Elections; Application for a New Community College; Required Minimum Qualifications for the President of a Community College; Criteria for Comprehensiveness for Community Colleges; Act 103 of 1973 (As Amended by Act 263 of 1973); and Arkansas Constitutional Amendment No. 52. (DB)

10.

ED 119 774 JC 760 167
Glover, Ruth E. Chapman, Becky
A Report on Student Aid Needs Within the Postsecondary Education Community in Arkansas.
Arkansas State Postsecondary Education Planning Commission, Little Rock.
Pub Date 2 May 75
Note—99p.; Tables 4, 5, 7 and 8 in Appendix C have been deleted due to poor reproducibility
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors—Colleges, College Students, *Financial Needs, Junior Colleges, Needs Assessment, *Post Secondary Education, Proprietary Schools, Scholarships, *State Surveys, Student Employment, *Student Financial Aid, Student Loan Programs, Tuition Grants, Universities, Vocational Schools
Identifiers—*Arkansas, Basic Educational Opportunity Grants, College Work Study Program, National Defense Student Loans, Supplementary Educational Opportunity Grants

This report analyzes the student aid needs in postsecondary education in Arkansas. Data were gathered by sending questionnaires to all the colleges and universities, vocational-technical schools, and proprietary schools in Arkansas, and to a random sample of all senior and junior students in Arkansas high schools. In addition, personal contacts were made to various student aid resource agencies, and a number of published reports and research papers were referenced. The assessment of the kinds of aid received are grouped as grants, loans, employment, and scholarships. The four main resources were found to be: Basic Educational Opportunity Grants, Supplementary Educational Opportunity Grants, National Defense Student Loans, and the College Work-Study Program. All postsecondary students (65,748) consumed an estimated $20,000,000 during the 1973-74 school year. The greatest number of consumers were four-year public university and college students (18,185, using $11,016,695). Community college students consumed less student aid than any of the other groups (485 students using $176,644). Projections of Arkansas. future student aid needs are made, along with recommendations on how the needs can be met. Tables of data are included throughout the report, and survey instruments and complete results are appended. (Author/NHM)

California

11.

ED 015 713 **JC 670 010**
RICHARDS, JOHN R. AND OTHERS
CONTINUING EDUCATION PROGRAMS IN CALIFORNIA HIGHER EDUCATION--DELINEATION OF FUNCTIONS, COORDINATION, FINANCE, GENERAL EXTENSION CENTERS.
CALIFORNIA STATE COORD. COUNCIL FOR HIGHER EDUC.
REPORT NUMBER NUMBER-1005
PUB DATE JUL 63
EDRS PRICE MF-$0.25 HC-$1.80 43P.

DESCRIPTORS *ADULT EDUCATION, *CONTINUING EDUCATION CENTERS, *JUNIOR COLLEGES, *STATE PROGRAMS, ARTICULATION (PROGRAM), CALIFORNIA, HIGHER EDUCATION, PROGRAM COORDINATION, STATE COLLEGES, UNIVERSITIES, UNIVERSITY EXTENSION,

TWO PRINCIPLES SHOULD GUIDE CONTINUING EDUCATION PROGRAMS--(1) EVERY OFFERING OF AN INSTITUTION DESIGNED TO MEET THE NEEDS OF ADULTS SHOULD REFLECT THE STRENGTHS AND CAPABILITIES OF THAT INSTITUTION, AND (2) EVERY CONTINUING EDUCATION PROGRAM SHOULD BE THOROUGHLY INTEGRATED WITH THE INSTRUCTIONAL DEPARTMENT OF THE CAMPUS INVOLVED. THE JUNIOR COLLEGES SHOULD (1) OFFER ALL LOWER-DIVISION COURSES WITHIN THEIR DISTRICTS, WITH CERTAIN SPECIFIC EXCEPTIONS, (2) OFFER NON-GRADED CLASSES EXCLUSIVELY OF A POST-HIGH SCHOOL CALIBER, UNLESS REQUESTED TO DO OTHERWISE BY THE LOCAL HIGH SCHOOL DISTRICT, (3) HAVE CLEARCUT AND STRICT CRITERIA FOR GRADED CLASSES, AND (4) IMPLEMENT A MATRICULATION POLICY FOR ALL STUDENTS IN GRADED CLASSES. STATE COLLEGES SHOULD (1) OFFER AS NEEDED LOWER DIVISION, UPPER DIVISION, GRADUATE AND NONCREDIT COURSES ON THEIR CAMPUSES AND EXISTING EXTENSION CENTERS, (2) NOT OFFER LOWER DIVISION COURSES OFF THEIR CAMPUSES, (3) OFFER UPPER DIVISION CREDIT AND NONCREDIT COURSES AND GRADUATE COURSES DESIGNED PRIMARILY FOR TEACHER IMPROVEMENT, AND (4) OFFER EXTENSION OFF-CAMPUS COURSES ONLY IN THEIR NORMAL SERVICE AREAS. THE UNIVERSITY OF CALIFORNIA SHOULD (1) CONTINUE CURRENT PRACTICES ON ITS CAMPUSES AND EXTENSION CENTERS, (2) NOT OFFER LOWER DIVISION CREDIT COURSES OFF ITS CAMPUSES AND EXTENSION CENTERS, (3) OFFER OFF CAMPUS GRADUATE AND UNDERGRADUATE COURSES EXCEPT TEACHER TRAINING, (4) BE THE SOLE AGENCY FOR CORRESPONDENCE COURSES. (WO)

12.

ED 018 845 80 **EA 001 219**
HALBOWER, CHARLES C. AND OTHERS
A NEW ORGANIZATIONAL SYSTEM FOR STATE-LEVEL EDUCATIONAL ADMINISTRATION, A RECOMMENDED RESPONSE TO EMERGING REQUIREMENTS FOR CHANGE IN CALIFORNIA. A REPORT TO THE CALIFORNIA STATE BOARD OF EDUCATION.
LITTLE (ARTHUR D.) INC., BOSTON, MASS.
REPORT NUMBER ESEA-5
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE MAY 67
EDRS PRICE MF-$1.00 HC-$10.20 253P.

DESCRIPTORS– *CHIEF ADMINISTRATORS, *EDUCATIONAL ADMINISTRATION, *ORGANIZATIONAL CHANGE, *STATE AGENCIES, *STATE DEPARTMENTS OF EDUCATION, ADMINISTRATIVE PERSONNEL, BOSTON, COMMUNITY COLLEGES, COMPENSATORY EDUCATION, CURRICULUM DEVELOPMENT, FINANCIAL POLICY, GENERAL EDUCATION, INFORMATION DISSEMINATION, INFORMATION SERVICES, ORGANIZATIONAL CLIMATE, PERSONNEL POLICY, PROGRAM DEVELOPMENT, SPECIAL EDUCATION, VOCATIONAL EDUCATION,

DERIVED FROM AN ANALYSIS OF FUNCTIONAL REQUIREMENTS AND ASSIGNED RESPONSIBILITIES, A NEW ORGANIZATIONAL SYSTEM RELYING UPON MANAGERIAL CAPABILITIES AND CAPACITY FOR CHANGE IS PROPOSED BY A TEAM OF PROFESSIONAL CONSULTANTS TO COPE SUCCESSFULLY WITH PROBLEMS AND STRESSES CONFRONTING THE CALIFORNIA STATE SYSTEM OF EDUCATIONAL ADMINISTRATION. SEVEN BROADLY DEFINED MAJOR FUNCTIONS INCLUDE SENSING EMERGING NEEDS, ASSIGNING PRIORITIES AND ALLOCATING RESOURCES, DISSEMINATING INFORMATION REGARDING NEW INSTRUCTIONAL PROGRAMS, AND ASSURING THE QUALITY OF EDUCATIONAL OFFERINGS IN ACCORDANCE WITH LEGISLATIVE MANDATES AND STATE BOARD REGULATIONS. AN ORGANIC DIAMOND GRID CHART INCORPORATING INHERENT FLEXIBILITY PORTRAYS THE INTERDEPENDENCE AMONG COMPONENT ELEMENTS OF THE NEW ORGANIZATION, WITH FUNCTIONAL ATTRIBUTES CUSTON-DESIGNED TO CARRY OUT THE MISSIONS OF THE ORGANIZATION. SPECIFIC RECOMMENDATIONS ARE MADE FOR ESTABLISHING MAJOR PROGRAMS (COMPENSATORY EDUCATION, DEPARTMENTAL DEVELOPMENT AND LONG-RANGE PLANNING, DISTRICT DEVELOPMENT, AND EDUCATIONAL INNOVATION DISSEMINATION) AND A NEW AGENCY FOR STATE-LEVEL ADMINISTRATION OF COMMUNITY COLLEGE EDUCATION. OTHER RECOMMENDATIONS INCLUDE PERSONNEL ASSIGNMENTS, RESPONSIBILITIES OF THE STATE BOARD OF EDUCATION, AND ORGANIZATIONAL RECOMMENDATIONS FOR MAJOR DIVISIONS (GENERAL EDUCATION, VOCATIONAL EDUCATION, SPECIAL EDUCATION, AND FISCAL AND BUSINESS MANAGEMENT SERVICES) AS WELL AS FOR PERSONNEL, INFORMATION, AND DEPARTMENTAL SUPPORTING SERVICES. (JK)

13.

ED 013 104 **JC 670 815**
MCINTYRE, CHARLES AND OTHERS
FINANCING CALIFORNIA'S PUBLIC JUNIOR COLLEGES.
CALIFORNIA STATE COORD. COUNCIL FOR HIGHER EDUC.
REPORT NUMBER CCHE-1029
PUB DATE JUN 67
EDRS PRICE MF-$0.50 HC-$5.04 124P.

DESCRIPTORS *EDUCATIONAL FINANCE, *JUNIOR COLLEGES, *STATE PROGRAMS, BUDGETING, CALIFORNIA, FOUNDATION PROGRAMS, SCHOOL DISTRICT SPENDING, SCHOOL TAXES, STATE AID,

THE ROLES OF THE STATE AND THE LOCAL DISTRICT IN PROVISION OF OPERATING FUNDS ARE DISCUSSED IN RELATION TO FIVE CRITERIA--(1) EQUALITY OF OPPORTUNITY FOR ALL ELIGIBLE PERSONS TO RECEIVE A JUNIOR COLLEGE

EDUCATION, (2) EQUITY OF CONTRIBUTIONS FROM EACH SOURCE, BASED ON ABILITY TO PAY AND BENEFITS RECEIVED, (3) OPTIMUM UTILIZATION OF AVAILABLE RESOURCES, (4) FLEXIBILITY AT THE LOCAL LEVEL WITHIN THE FRAMEWORK OF STATE EDUCATIONAL OBJECTIVES, AND (5) SIMPLICITY WITH LONG RANGE STABILITY. THE AUTHORS RECOMMEND A PLAN FOR SHARING OF COSTS BETWEEN THE STATE AND THE LOCAL DISTRICTS, WITH EACH LEVEL CONTRIBUTING A PREDETERMINED PERCENTAGE OF THE BUDGETED COSTS. ALTERNATIVE PLANS DISCUSSED ARE (1) COMPLETE STATE SUPPORT WITH A PREDETERMINED PROGRAM AMOUNT COMPUTED PER STUDENT OR PER WEEKLY STUDENT CONTACT HOUR, (2) COMPLETE STATE SUPPORT THROUGH A PROCESS OF BUDGET REVIEW, (3) STATE-LOCAL SHARING OF A PREDETERMINED PROGRAM AMOUNT, AND (5) EQUAL SHARING OF PROGRAM COSTS BY THE STATE AND THE LOCAL DISTRICT. CONSIDERATION OF FACILITIES NEEDS LEADS TO A PROPOSAL WITH FEATURES OF (1) ANNUAL PREPARATION AND UPDATING OF LONG RANGE MASTER BUILDING PLANS FOR EACH COLLEGE, (2) STATE APPROVAL OF BUILDING PROJECTS AND PLANS, (3) STATE AND DISTRICT SHARING OF COSTS ACCORDING TO A FORMULA, AND (4) LEVYING OF A DISTRICT TAX TO PROVIDE THE DISTRICT'S SHARE OF THE COSTS OF THE APPROVED PROJECT. (WO)

14.

ED 027 822 HE 000 435
Governance Of Public Higher Education In California.
Spons Agency—Academy for Educational Development, Inc., New York, N.Y.; California Coordinating Council for Higher Education, Sacramento.
Report No—R-1033
Pub Date Oct 68
Note—114p.
EDRS Price MF-$0.50 HC-$5.80
Descriptors—*Educational Planning, *Governance, *Higher Education, *Institutional Administration, Junior Colleges, *Master Plans, State Colleges, State Universities
Identifiers—*California

The report, prepared by the Academy for Educational Development as part of an extensive review of California's 1959 Master Plan for Higher Education, contains recommendations for the future governance of public higher education in California. Eight alternative systems of governance (including the present system) are examined in an attempt to select the one that would resolve most of the immediate problems facing higher education in the state. Fourteen criteria were formulated to serve as a framework within which the overall analysis was made, and as the basis for appraising the advantages and disadvantages of the 8 plans. The existing public higher education system consists of 3 independent public segments (universities, colleges, and junior colleges), coordinated by a statewide board with primarily advisory powers. The recommended system would have 2 independent public segments, one containing all public institutions granting baccalaureate and graduate degrees (colleges and universities), and another granting only associate degrees (junior colleges), coordinated by a statewide board. It is felt that this system would, among other things, simplify the financial structure and remove arbitrary barriers to development. The establishment of regional committees for furthering interinstitutional cooperation is also suggested, as well as advisory boards for keeping abreast of problems and needs of each 4-year campus. (WM)

15.

ED 026 045 JC 680 509
Appropriate Functions of the Board of Governors of the California Community Colleges and of the Local Junior College Governing Boards.
California Coordinating Council for Higher Education, Sacramento.
Report No—CCHE-68-22
Pub Date Dec 68
Note—51p.
EDRS Price MF-$0.25 HC-$2.65
Descriptors—*Educational Legislation, Governance, *Governing Boards, *Junior Colleges, Legislation, *State Legislation
Identifiers—*California

In 1967 California created a Board of Governors of the California Community Colleges to assume the responsibilities then held by the State Board of Education and the State Superintendent of Public Instruction. The law also directed the Coordinating Council for Higher Education to appoint a committee to recommend the proper functions of the new Board of Governors and of local school boards maintaining junior colleges. By the time the Board assumed its authority in July 1968, it had arranged for the transfer of personnel and functions from the State authorities. The Education Code was examined for all sections pertaining to junior colleges at both state and local levels, so that the necessary elimination or reassignment of authority could be anticipated. As these changes would require major reorganization of the entire junior college structure, the Committee recommended a study, showing alternative structures and operations, to serve as a model for the final choice and meanwhile avoid ad hoc, unwise changes. It also recommended that certain conditions remain as before (instructional offerings, funding, etc.) and that some legislation, presently precluding the new Board's authority, be changed. Eighteen major functions each for the Board of Governors and the local junior college governing boards are suggested. The report shows which functions are changed, reassigned, new, or shared. Appended are the names of the Committee members and the full text of the Senate Bill creating the Board of Governors. (HH)

16.

ED 027 873 JC 690 069
Review of Junior College Finance.
California State Coordinating Council for Higher Education, Sacramento.
Report No—CCHE-69-2
Pub Date 4 Feb 69
Note—105p.
EDRS Price MF-$0.50 HC-$5.35
Descriptors—*Educational Finance, *Equalization Aid, *Financial Support, *Junior Colleges, *State Aid
Identifiers—*California

This report updates the January 1967 study of California junior college financing, considering particularly the possibility of the state assuming all operating costs of the system. Using data not available for the earlier study, it is also examines certain new areas. Section I contains the introduction, a summary, and 12 overall recommendations. Section II, on expenditures, suggests a model with indexes to measure five factors and one for extimating and allocating state funds. Section III, sources of funds, finds that state support for total operating costs is not warranted. Programs best served by state or local funding are discussed. Section IV, funding methods, finds the existing foundation program ineffective in equalizing differences in local financial ability. Four modifications are suggested. Section V, budget process, calls for systemwide review at the state level and a more timely consideration of district budgets by local boards, based on improved information. The system should be moved from the public school finance framework to that of higher education. Four specific changes are recommended. Section VI, on equality of opportunity, suggests ways to insure that geographic and socio-economic factors do not keep potential students out, and warns against starting small colleges that cannot offer the broad programs of larger colleges without excessive operating costs per student. Seven appendixes, with tables, figures, etc., amplify certain parts of the study. (HH)

17.

ED 032 837 HE 001 124
Academic Tenure in California Public Higher Education.
California Coordinating Council for Higher Education, Sacramento.
Report No—69-5
Pub Date 6 May 69
Note—52p.
EDRS Price MF-$0.25 HC-$2.70
Descriptors—*Academic Freedom, Comparative Analysis, *Faculty, *Guaranteed Income, *Higher Education, Junior Colleges, Private Schools, Salaries, State Universities, *Tenure
Identifiers—*California

This report was prepared by the staff of the Coordinating Council for Higher Education in response to Senate Concurrent Resolution No. 43, which directed the Council to "... study the current rules of tenure in the University of California, the California State Colleges, and the public junior colleges; compare such rules of tenure in public and private institutions of higher education in California and in other states; state the objectives of tenure, and set forth policy alternatives to achieve those objectives..." Chapter 1 discusses the general objectives and elements of academic tenure in higher education. Chapter 2 presents and compares the tenure plans of selected private institutions in California with those of the public higher education system. Chapter 3 compares the tenure plans of the University of California and the State Colleges with those of institutions in the US on which salaries in California are based, statewide tenure plans of selected states and those of a nationwide sample of junior colleges are also compared with the California Junior College tenure plan. Chapter 4 presents policy alternatives that would achieve the objectives of tenure. The Council concludes that there is no alternative to tenure as a means of providing academic freedom and economic security, but that there is room for improvement in the procedures of some tenure plans. (WM)

18.

ED 032 836 HE 001 123
The Undergraduate Student and His Higher Education: Policies of California Colleges and Universities in the Next Decade.
California Coordinating Council for Higher Education, Sacramento.
Report No—1034
Pub Date Jun 69
Note—121p.
EDRS Price MF-$0.50 HC-$6.15
Descriptors—*Admission Criteria, Dropout Research, Educational Quality, *Higher Education, Junior Colleges, Persistence, *State Universities, *Student Needs, *Undergraduate Study, Universal Education
Identifiers—*California

This review of public higher education in California identifies problems in the policies and processes that directly affect a student's admission to college, his persistence, and his progress toward graduation. The study is based on 3 questions: who shall be admitted to higher education (addresses existing policies of selection and admission), who shall be graduated from college (concerns policies for retention, progress toward graduation, and identification of the reasons why students leave college, and where shall the students be educated (relates to policies concerning physical facilities, finance, and student choice). Of primary interest is the diversion of students to junior colleges, which currently offer the best educational opportunity for students of lower ability or limited financial capacity, have a policy of unrestricted intake of students, but experience the largest proportion of attrition in the state. Three areas are singled out for immediate attention: (1) standards for admission and selection of students in state colleges and the University of California should be more flexible, (2) the policy of limiting the lower division in 4-year institutions and diverting students to junior colleges should be reexamined; the value of 2 years in a junior college and transfer to a 4-year institution needs further exploration, and (3) the quality of programs and the problem of persistence in the junior colleges need to be studied. (WM)

19.

ED 048 849 JC 710 087
Selo, Peter A.
Interdistrict Arrangements for Student Flow and Regional Planning, California Community Colleges: Feasibility Study.
California Community Colleges, Sacramento. Office of the Chancellor.
Report No—SR-71-1
Pub Date Apr 71
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attendance, *College Attendance,

Enrollment, *Junior Colleges, *Regional Cooperation, *Regional Planning, Regional Programs, *Student Enrollment
Identifiers—*California

Evidence indicates that present arrangements in California community college districts do not always provide the necessary mobility for students to attend college outside their own district. Current practices may encourage duplication of effort, especially with high-cost programs and/or low enrollment. This study is concerned with: (1) the identification and assessment of existing interdistrict arrangements for student flow and cooperative planning for joint programs and use of facilities, (2) descriptive analysis of fiscal, legal, jurisdictional, and attitudinal barriers that prevent expansion of interdistrict cooperation, (3) possible alternatives to minimize the major deterrents to cooperative planning and student flow, and (4) development of feasible arrangements in regional planning and cooperation for implementation by districts. (CA)

20.

ED 057 794 JC 720 030
Guidelines for Community College District Organization.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Oct 71
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Change, *Educational Planning, *Junior Colleges, *Planning, Regional Planning, *School Organization, Statewide Planning
Identifiers—*California

Recent California legislation now prescribes a procedure so that all territory in the state will be included in community college districts by Fall 1975. Responsibility for this procedure has been assigned to county committees on school district organization. The State Board of Governors supervises the formation of all new districts. Studies of local areas/regions will be conducted by these county committees. Results of their efforts will be submitted to the Chancellor for review, analysis, and transmittal to the Board of Governors. In making his recommendations to the Board, the Chancellor is guided by a list of criteria structured around legal requirements, educational programs, and operation and administration. Other guidelines are presented for use by county committees in analyzing alternative organization plans. In addition, county committees are defined and their powers, responsibilities, meeting requirements and goals, public support role, outside assistance, and financing are discussed. Various requirements of final plans and proposals are stated along with governing criteria for studies involving more than one county. A suggested committee calendar of events for accomplishing the above is the final inclusion. (AL)

21.

ED 083 978 JC 730 274
Educational Programs for the Handicapped.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 71
Note—267p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Administrative Personnel, *Community Colleges, Educational Finance, Educational Programs, *Guides, *Handicapped Students, Student Needs, *Vocational Education, *Vocational Rehabilitation, Workshops

A handbook on educational programs for the handicapped is presented. The purpose of the handbook is to assist community college educators in meeting the occupational training needs of handicapped students. Areas covered include: analysis of community need, assessment of existing facilities and services, funding sources, program design, basic definitions, educational implications, personnel, public relations, exemplary programs, workshop agenda, workshop staff and workshop notes. (CK)

22.

ED 073 240 VT 018 582
A Report on the Evaluation of Occupational Education Programs for the Handicapped and Disadvantaged in Four Community Colleges.
Tadlock Associates, Los Altos, Calif.
Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 15 Apr 72
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Programs, *Community Colleges, *Disadvantaged Youth, Federal Aid, *Handicapped, Models, Operations Research, Program Evaluation, *Self Evaluation, *Vocational Education
Identifiers—*Vocational Education Amendments of 1968

This project was directed to the development of a self-evaluation model which would enable community colleges to evaluate their effectiveness in providing occupational education programs for the disadvantaged and handicapped that are funded under the Vocational Education Amendments of 1968. To accomplish their goal, the evaluation team made a series of visits to the campuses of four colleges, where questionnaires were used to obtain the necessary data. At the conclusion of each visit, team members met in taped sessions to review their findings. Some of those major findings include: (1) Administrators were reluctant to allow first-line personnel to be interviewed outside of their presence, (2) Administrators tended to supply first-line personnel with acceptable answers, and (3) Similarities were found in the policies and procedures regarding programs for the disadvantaged at the participating colleges. Conclusions reached were: (1) The Office of Economic Opportunity needs to create a more specific definition of the term, disadvantaged, (2) Programs which serve the disadvantaged are virtually nonexistant, (3) The development of existing programs was done in absence of minority input, and (4) Community input regarding decisions consists of after the fact information. A handbook and supplement resulting from the project are available as VT 018 583 and VT 018 595, respectively, in this issue. (SN)

23.

ED 073 241 VT 018 583
Handbook for Self-Evaluation of Programs and Services to the Disadvantaged and the Handicapped at Community Colleges under the Vocational Education Amendments of 1968 (Public Law 90-576).
Tadlock Associates, Los Altos, Calif.
Spons Agency—California Coordinating Unit for Occupational Research and Development, Sacramento.; Foothill Community Coll. District, Cupertino, Calif.
Pub Date 15 Apr 72
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Programs, *Community Colleges, *Disadvantaged Youth, Educational Background, Educational Planning, Federal Aid, Guidelines, *Handicapped, Pilot Projects, *Program Evaluation, Resource Materials, Self Evaluation, Vocational Development, *Vocational Education
Identifiers—*Vocational Education Amendments of 1968

This handbook provides basic information for conducting an institutional self-evaluation of programs and services offered to the disadvantaged and handicapped at the community college level. Specifically focusing on programs and services funded under the Vocational Education Amendments of 1968, this guide is intended for those who are inexperienced with such self-evaluation projects. Developed as part of a pilot study of four community colleges, in cooperation with representative members of the administration, staff, community, and student body, this document includes: (1) background information, (2) a summary plan for evaluation, (3) steps in the evaluative process, and (4) sample work forms. Suggested evaluation questions and a sample working diagram for the self-study process are provided. An extensive self-evaluation questionnaire is appended. This document is related to VT 018 582 and VT 018 595, which are available in this issue. (AG)

24.

ED 069 276 JC 720 261
Brooks, Walter
Nor Cal Research Group Vocational Education Study: A Field Study To Determine Characteristics of Most Successful Vocational Education Programs.
Northern California Community Colleges Research Group.
Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 30 Sep 72
Note—130p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Communication (Thought Transfer), *Community Colleges, *Conferences, Data Analysis, *Field Studies, Hypothesis Testing, Interviews, Program Evaluation, Projects, *Questionnaires, Tables (Data), Techniques, *Vocational Education
Identifiers—*Delphi Technique

A field study to describe common characteristics of three "most successful" vocational programs in each participating northern California community college is presented. The study was divided into distinct phases. In Phase I, a procedure for identifying three "most successful" programs on each college campus was developed and implemented. In Phase II, characteristics of "successful" differences. The technique used in Phase I is the Delphi technique, which is a means of structuring communication to overcome these detrimental effects of open communication. Phase I began with a project planning conference whose primary objectives were to acquaint college representatives with the objectives of the study, to make necessary modifications in the plan, and to enlist local college support for the field study. In all cases, agreement between Delphi panels was sufficient to identify three programs which met the project definition of success. In Phase II of the study, a questionnaire was developed and administered in a standardized interview of first-line administrative personnel of successful and "other" vocational education programs. Hypotheses tested were: (1) Vocational programs identified by Delphi panels as most successful have common identifiable characteristics; and (2) Vocational programs identified by Delphi panels as most successful differ from "other" programs in program characteristics. The essential results of the Phase II questionnaire are shown in tabular form. (CK)

25.

ED 081 419 JC 730 203
Heinkel, Otto A.
Development of Management and Information System Skills for Vocational Education in California Community Colleges. Final Project Report.
California Community Colleges, Sacramento. Office of the Chancellor.; San Diego Community Coll. District, Calif. Research Office.
Report No—R-73-1
Pub Date 72
Note—158p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Community Colleges, Leadership Training, *Management Education, Management Systems, Models, Post Secondary Education, Problem Solving, Professional Continuing Education, Program Evaluation, Skill Development, *Systems Approach, Technical Reports, *Training Techniques, *Vocational Education
Identifiers—*California

Fifteen California community colleges participated in a program designed to develop and demonstrate a training and internship model that would provide skilled, experienced project managers, especially at the levels of dean and assistant dean, for occupational education in the state's community colleges. Research was conducted to produce a management system and procedures training model with resource materials to serve as an operational guide for a continuing program to develop professional management skills in occupational education leaders. During the initial year of the study, 18 occupational education leaders received training in producing comprehensive system plans for accomplishing practical projects compatible with state and local priority needs. Instruction was provided by a panel of university management specialists and independent consultants, and emphasized product development rather than theoretical training. The consulting team focused upon system approach concepts of product development, with the participants' skill development as a spin-off. A continuous and objective assessment of participant feedback reflected the program's initial success. Through data collection, it was found that the project participants rated the consultant team highly. Management functions were accomplished, and the project met its objective of producing 15 skilled occupational education leaders. (Author/DB)

26.

ED 086 285 JC 740 039
Community College Student Flow: A Study of the Origins and Persistence of Students in Two-Year Institutions with Implications for Postsecondary Education in California.
California State Coordinating Council for Higher Education, Sacramento.
Pub Date 72
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, Dropout Characteristics, Dropout Rate, *Dropout Research, *Dropouts, Educational Needs, Junior College Students, *Persistence, Post Secondary Education, *Research Proposals
Identifiers—*California

A study is proposed to attempt to answer the following: (1) How many and what kinds of Community College students drop out or do not return? (2) In what ways do non-persisters differ from persisters and what can colleges do to increase retention? (3) What is the employment experience of non-persisters who did not complete occupational programs or transfer programs? (4) How successful are "stopouts" who reenter postsecondary education and how do their new objectives differ from their old ones? (5) Which continuing education programs do former students need and what kinds of approaches might be best? (6) What are the characteristics of enrollees in non-credit courses and how many reenroll in successive terms? The basic sample will consist of 30,000 new students enrolling in 1/3 of the California community colleges for the first time in the fall term of 1972. This sample will be used to establish persistence, transfer, reentry, and graduation rates over time. Sub-samples will be drawn for intensive transcript analysis and followup of transfers, non-persisters and stopouts through interviews and questionnaires. Administrators, faculty and counselors will also be interviewed. The time span currently projected runs to the beginning of the fall 1975 term. (KM)

27.

ED 081 432 JC 730 216
McPherran, Archie L. McIntyre, M. Charles
Financial Support for California Community Colleges.
California Community Colleges, Sacramento. Div. of Fiscal Affairs.
Pub Date 5 Feb 73
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, Educational Finance, *Financial Support, Post Secondary Education, School Funds, *State Aid, *State Programs, Tax Support, Technical Reports
Identifiers—*California

The following are discussed in their relationship to financial support for California's community colleges: background of State aid to community colleges; the State School Fund; terms used in computation; assessed valuation; assessed valuation per ADA; the Collier Factor; the foundation program; district aid; basic aid; equalization aid; small community college districts; census day; State aid apportionments; computation of State aid; district tax levies; amount of State apportionments; and State apportionments for capital outlay. (KM)

28.

ED 083 966 JC 730 262
Kirk, Henry P.
Educational Programs for Handicapped Students in California Community College Districts: The Results of a Survey: Fall, 1972.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Feb 73
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, *Handicapped Students, *Special Education, Special Programs, Special Services, State Programs, *Surveys
Identifiers—California

A statewide survey conducted in California during the fall semester, 1972, to determine the opportunities available to handicapped students is presented. According to the results, 53% of the community college districts in the State have now established formal programs to meet the special educational needs of these students. Results are given for the following areas of interest: funding, services, special curricular offerings, types of handicapped students served, total number served, and programs for handicapped students in community college districts. (CK)

29.

ED 083 977 JC 730 273
COPES Report: Community College Occupational Programs Evaluation System. Occupational Education in Representative California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date May 73
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, *Educational Programs, Evaluation Techniques, *Program Evaluation, Program Improvement, Research Needs, School Visitation, Self Evaluation, *Vocational Education
Identifiers—California, COPES

An evaluation was made of the occupational education program at California community colleges. Three areas were studied: strengths, improvement needs, and research priorities. Evaluations, combining college self-appraisals with validations of the self-appraisals by visiting COPES teams, were conducted over a three-month period. Team ratings covered 60 items. Findings indicate: (1) Strengths include qualifications of occupational education instructional staff, experience of this staff, qualification of occupational education coordinators, quality of instruction, and salary schedules; (2) Needs include improved college organization, increased administration commitment to occupational education, and provision of educational opportunities consistent with community needs; and (3) Research priorities include data collection, use of job success and failure information of occupational education graduates in program planning, and use of individualized instruction. A four-page COPES status report on occupational education in representative colleges outlines in detail the major strengths, critical needs and research priorities in this field (Author/CK)

30.

ED 083 973 JC 730 269
COPES Guide: Community College Occupational Programs Evaluation System. Subsystem: Consumer and Homemaking Education.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 9 May 73
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, *Consumer Education, Evaluation Techniques, *Homemaking Education, *Program Evaluation, Program Improvement, School Visitation, Self Evaluation, *Vocational Education
Identifiers—California, COPES

The purpose of the COPES subsystem in consumer and homemaking education (CHE) is the improvement of the quality and availability of CHE programs and services for students of California community colleges. It achieves this purpose by: (1) providing easily administered procedures for studying CHE programs, (2) offering professional assistance in application of the subsystem, (3) encouraging the involvement of many persons with views on the college's CHE programs and services, and (4) two other methods. The subsystem's application will help a college assess what exists in relation to what is desirable in consumer and homemaking education. Application of the subsystem has seven steps: college decision, preliminary contact, team formation, college orientation, completion of instruments, team site visit, and a written report. (Author/CK)

31.

ED 083 974 JC 730 270
COPES Guide: Community College Occupational Programs Evaluation System. Subsystem: Disadvantaged.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 9 May 73
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Community Colleges, *Disadvantaged Groups, Evaluation Techniques, Measurement Instruments, *Program Evaluation, Program Improvement, Questionnaires, School Visitation, Self Evaluation, *Vocational Education
Identifiers—California, COPES

The purpose of the COPES subsystem is the improvement of the quality and availability of occupational education for the disadvantaged student who attends a California community college. The subsystem facilitates achievement of its purpose by: (1) providing easily administered procedures for studying aspects of occupational education related to the disadvantaged student, (2) offering professional assistance in application of the subsystem, (3) encouraging the involvement of many persons with views on a college's services and offerings for the disadvantaged, (4) 3 other methods. Application of the subsystem has seven steps: college decision, preliminary contact, team formation, college orientation, completion of instruments, team site visit, and a written report. A description of the instruments used in the system is presented. (CK)

32.

ED 083 975 JC 730 271
COPES Guide: Community College Occupational Programs Evaluation System. Subsytem: Handicapped.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 9 May 73
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, *Evaluation Techniques, *Handicapped Students, Program Evaluation, Program Improvement, School Visitation, Self Evaluation, *Vocational Education
Identifiers—California, COPES

The COPES Subsystem for the handicapped attempts to improve the quality and availability of occupational education for the handicapped student who attends a California community college. The subsystem facilitates achievement of its purpose by: (1) providing easily administered procedures for studying aspects of occupational education related to the handicapped student; (2) offering professional assistance in subsystem application, (3) encouraging the involvement of many persons with views on a college's services, facilities and occupational offerings for the handicapped, and (4) two other methods. The application of the subsystem helps a college assess what exists in relation to what is desirable in occupational education for handicapped students. Application has the following steps: college decision, preliminary contact, team formation, college orientation, completion of instruments, team site visit, and a written report. (Author/CK)

33.

ED 086 286 JC 740 040
Through the Open Door: A Study of Persistence and Performance in California's Community Colleges. Report 1: Sources and Selected Characteristics of Students.
California State Coordinating Council for Higher Education, Sacramento.
Pub Date Jun 73
Note—67p.; Council Report 73-6
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, *Community Colleges, Credit Courses, Evening Classes, Junior College Students, Noncredit Courses, *Persistence, *Statistical Data, *Student Characteristics, *Student Enrollment
Identifiers—*California

Report 1 is designed to provide a statistical profile of the 32 Community Colleges participating in the study of Persistence and Performance in California's Community Colleges, using data available in the student accounting reports made annually to the Office of the Chancellor by the California Community Colleges. No attempt was made to go beyond the data included in these reports. The findings show quite clearly the diversity that exists among the 32 colleges, as well as the heterogeneity of the students enrolled in them. Additional information about the colleges will be presented in subsequent reports, which will be useful in interpreting differences among student bodies, in both their persistence and performance. The study is thus the story of a representative group of 32 colleges, as well as the story of more than 32,000 students. Data for the following are tabulated for the first report: (1) total enrollments by college; percentages in credit classes by class level and percentages in noncredit classes; (2) enrollments in day and evening credit classes; (3) enrollment status of freshmen, sophomores, and other students in credit classes; (4) first-time freshmen, day and evening, by location of high school last attended; (5) first-time transfer students, day and evening, by type of institution of origin; and (6) summary of credit and noncredit students by age, sex, and enrollment category. Data are for fall 1972 or 1971 and 1972. (For related document, see JC 740 041). (Author/KM)

34.

ED 086 296 JC 740 050

Research Training Workshops for Vocational Educators. Final Report.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 15 Jun 73
Note—52p., Project No. 45-70144-C053-73
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Education, *Community Colleges, Evaluation Techniques, Institutional Research, Models, Post Secondary Education, Program Planning, *Research Skills, Systems Approach, Technical Reports, *Vocational Education, *Workshops
Identifiers—*California, Title I

A series of workshops were offered for vocational education administrators and researchers to train them in institutional research methods in a systems planning context. The basic purpose of the project was to provide an opportunity for vocational educators to become familiar with (1) research methodology; (2) to train vocational educators to utilize research services which now exist on their own campuses; and (3) to develop institutional research skills in personnel on campuses where such competency does not exist. The hypothesis of the workshop was: experiencing first hand and applying the research concepts to planning and evaluation problems will increase the likelihood of vocational educators using such services on his own campus. (Author/DB)

35.

ED 094 837 JC 740 293

Assessment of Junior College Program for Youthful Offenders in an Institution.

California State Dept. of the Youth Authority, Sacramento.
Report No—RR-65
Pub Date Jun 73
Note—43p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Academic Achievement, *Correctional Education, Followup Studies, *Junior Colleges, Personality Tests, Post Secondary Education, Program Evaluation, Rehabilitation Programs, *Student Characteristics, Student Reaction, Technical Reports, *Youth Programs
Identifiers—California, *Columbia Junior College, Fricot Ranch School

The Columbia Junior College Program was started at the Youth Authority's Fricot Ranch School in May 1969, and ended with the institution's closing two years later. The program provided wards of the institution with an introduction to college, first at Fricot and later at day classes at the college campus. The major elements of the program were: (1) remedial, developmental, and introductory college courses; (2) rehabilitative services involving counseling, and (3) organized recreational activities. The median age of the students was 19.1 years, with 97 percent being 17-21. Of the 127 students in the program, 73 percent remained until paroled and 34 percent dropped out. Those who remained in the program completed an average of 2.7 quarters during their average stay of 8.8 months. They accumulated an average of 39 units of college credits, and their median grade-point average was 3.3, with 46 percent attaining 3.0 or higher. Personality tests, administered on a pre-post basis, showed that gains greater than would be expected by chance were made on Self-Acceptance, Self-Esteem, and Personal Competence Scales. The students' reactions to the program, as elicited by questionnaire, were largely in the "very favorable" category. Follow-up data revealed that 60 percent of the students continued college during their first six-months after parole, nearly two-thirds attended college four months or longer. About 90 percent were involved with jobs and/or school during this period. The findings suggest that the program had a rehabilitative influence and was conducive to academic achievement. (DB)

36.

ED 083 972 JC 730 268

COPES Guide: Community College Occupational Programs Evaluation System.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Aug 73
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, *Community Colleges, Educational Planning, Evaluation Techniques, *Guides, *Program Evaluation, Program Improvement, *Vocational Education
Identifiers—California, COPES

A guide designed to assist any California community college in objective self-appraisal of its occupational education programs is presented. It is divided into two volumes. This volume provides the data necessary for an understanding of COPES, the procedures for its application, and time guidelines for scheduling its use. COPES is an acronym for Community College Occupational Programs Evaluation System. Its goal is to improve the quality and availability of occupational education in California community colleges by providing: (1) easily administered procedures and instruments for studying all aspects of occupational education, and (2) competent professional assistance in applying the system. Simplicity and unity are characteristic of its design. In the application of COPES, there are five essentials to its success: (1) involvement of the top leadership of the college, (2) careful advance planning, (3) participation of knowledgeable persons from the college, district, and community, (4) report of results to college participants, and (5) planning and action as a result of the study. (For related document, see JC 730 272.) (CK)

37.

ED 083 976 JC 730 272

COPES Guide (Instrumentation): Community College Occupational Programs Evaluation System.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 2 Aug 73
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, Guides, *Program Evaluation, *Questionnaires, Rating Scales, Statistical Data, *Vocational Education
Identifiers—California, COPES

The complete COPES Guide consists of two volumes. This volume, which is the second, contains the forms developed for summarizing basic information and obtaining perceptions of various persons identified with and interested in college's occupational education system. (For related document, see JC 730 268.) (CK)

38.

ED 101 811 JC 750 167

Guidelines for a Nonprint Materials Core in a Learning Resource Program.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Sep 73
Note—15p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors—Audiovisual Centers, *Educational Resources, Educational Television, *Facility Guidelines, Facility Planning, Facility Requirements, *Instructional Materials Centers, *Junior College Libraries, *Junior Colleges, Media Technology, Space Utilization
Identifiers—*California

Learning Resource Programs and the space necessary to house them have been a challenging planning problem in the California community colleges. There have been standards for space utilization of the traditional library since 1966, but these provided for print materials only. The purpose of this report is to provide standards for the Nonprint Materials Core (audiovisual, TV, production services, etc.) when planning and evaluating a Learning Resources Program project for California community colleges. Space requirements will vary with the total anticipated enrollment. Five thousand square feet is the minimum space requirement for institutions with less than 1,000 day-graded students. Methods of computing additional space requirements for colleges with greater than 1,000 students are presented. Also presented are percentage allocations for various aspects of the core (production, housing, maintenance of equipment, staff, and public services/technical processing) which can be used for enrollments up to 9,000. The guidelines were produced through a number of conferences with an ad hoc group and the standards committee. (DC)

39.

ED 086 287 JC 740 041

Through the Open Door: A Study of Persistence and Performance in California's Community Colleges. Report 2: 32,000 Students in 32 Colleges.

California State Coordinating Council for Higher Education, Sacramento.
Pub Date Oct 73
Note—92p.; Council Report 73-8
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, Adult Students, *Community Colleges, Educational Needs, *Enrollment Trends, Junior College Students, *Persistence, *Statistical Data, *Student Characteristics, Student Interests
Identifiers—*California

Report 2 demonstrates the extreme diversity of the new students who enrolled in the California Community Colleges in the Fall of 1972. One-third of the group graduated from high school that same year, usually from a high school in the college district, but two-thirds were distributed over a wide range of ages, amounts of prior college experience, geographic origins, and courseloads attempted. The diversity in their objectives and programs may be only inferred from the observed diversity in their personal characteristics. Variation in length of attendance and rates of persistence in the Community Colleges will surely be related to this diversity in objectives and programs and, indirectly, to the personal characteristics of the students. The multitude of functions performed by the Community Colleges is also reflected in the diversity of the student body. Full-time programs of occupational education, general education, and transfer courses meet the needs of only a minority of the students now enrolling. Short-term occupational programs and part-time, one-term enrollments in specific skill courses appear to be satisfying the needs of still another large group of students. The other major category of students includes adults of all ages who are pursuing a variety of short-term objectives not necessarily directly related to their employment. (For related document, see JC 740 040). (Author)

40.

ED 095 957 JC 740 328

Faculty Salary Survey. California Community Colleges. 1973-74.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Dec 73
Note—190p.
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—Administrative Personnel, *College Faculty, *Community Colleges, *Fringe Benefits, Post Secondary Education, Statistical Data, Surveys, Tables (Data), *Teacher Salaries
Identifiers—*California

Data collected in a 1973-74 survey of faculty salaries and fringe benefits for California Community Colleges are provided in three schedules: (1) full-time faculty salary schedule, (2) distribution of salaries for full-time faculty, and (3) fringe benefits for full-time faculty and administrative personnel. The salary schedule for full-time faculty includes the number of individuals at each step of each class. Minimum standards for each salary class are described by the degrees, credentials, and additional units required, and bonuses for extra achievements are listed. The second schedule is a frequency distribution of salaries paid within specific dollar intervals, categorized for men and women in four employment categories: teachers, counselors, librarians, and other certified faculty. The final schedule describes fringe benefits estimated by each district to be paid full-time faculty and administrative personnel during the current academic year. Fringe benefits are defined as cash contributions in the form of supplementary or deferred compensation other than salary. Definitions and other instructions used by districts to complete the salary questionnaire are contained in the appendix. (Author/DB)

41.

ED 088 544 JC 740 098
State-Wide Community College Conference on Gerontology and Aging Programs. Summary.
California Community Colleges, Sacramento. Office of the Chancellor.; California Junior Coll. Association, Sacramento
Pub Date [73]
Note—11p.; Conference held in Los Angeles, November 30 to December 1, 1973
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Adult Education, *College Role, *Community Colleges, Conference Reports, *Curriculum Development, *Educational Needs, *Older Adults, Post Secondary Education, School Community Cooperation, State Legislation, Workshops
Identifiers—*California

Addresses presented and workshop sessions held at a conference on the role of the community colleges in providing programs and services for the aged population are summarized. The addresses focused upon the potential of the community college in delivering educational services, the need for social re-entry of the aging, pre- and post-retirement training for the aging, the curriculum and methods for education for older adults, and services that can be provided by the community college. The six workshops were concerned with the following subject areas: Education and Training Approaches in Gerontology--Curriculum Development and Needs Assessment; Direct Educational Services (Pre- and Post-Retirement/Curriculum Development and Needs Assessment); Using the Elderly as a College and Community Resource--Availability and Placement; Legislation in the Aging Field--Implications for Education; Aging Agencies and Community Colleges--Leadership, Planning, and Financing; and Special Problems in Reaching the Aged--The Isolated, the Minority, the Poor. (DB)

42.

ED 086 289 JC 740 043
Farmer, James A., Jr. And Others
The Report on the Chartering Process.
Coast Community Coll. District, Costa Mesa, Calif.
Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Div. of Vocational Education.
Pub Date 73
Note—180p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrator Education, Communication (Thought Transfer), Community Colleges, Educational Administration, High Schools, *Inservice Education, *Interpersonal Relationship, Interviews, *Management Systems, *Vertical Organization, *Vocational Education, Workshops
Identifiers—*Chartering Process

A year-long research project was conducted concerning chartering as a potential management and communications tool in vocational-occupational education. Chartering is defined as a management tool which allows two individuals in the same or related organizations, sharing different levels of the same mission, to achieve an understanding of each other's needs and capabilities by establishing a mutually helpful relationship. The process is one whereby: critical issues are identified through scanning, essential parts of a critical issue are organized through mapping, agreement and validation are achieved through communication with significant others; and the performance record, value and worth of programs are reported through showing evidences of accomplishment. Preliminary interviews were conducted with 51 local, State and Federal vocational occupational administrators to determine their perceptions of the need for chartering and the process itself. Field tests of the process were then conducted with 56 high school and community college administrators. These administrators received training in the chartering process in two workshops. Through a questionnaire and followup interviews, data were gathered concerning the participants' perceptions of the process. Analysis of the data indicates that most participants viewed the process as beneficial to them and the time to be trained in the process as the primary cost. Recommendations for future use of the process are offered. (For related document, see JC 740044.) (Author/KM)

43.

ED 086 290 JC 740 044
Farmer, James A., Jr. And Others
Instruction Manual on the Chartering Process.
Coast Community Coll. District, Costa Mesa, Calif.
Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Div. of Vocational Education.
Pub Date 73
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Education, Communication (Thought Transfer), Community Colleges, Educational Administration, High Schools, *Inservice Education, *Interpersonal Relationship, Interviews, *Management Systems, Manuals, *Teaching Guides, *Vertical Organization, Vocational Education, Workshops
Identifiers—*Chartering Process

The teaching manual for the chartering process devised as a management and communications tool in educational administration is presented. Following an introductory statement to the instructor and an introduction to the workshop, the manual is divided into the phases of the chartering process: (1) scanning and selecting critical issues; (2) mapping the essential parts of a critical issue; (3) communicating and validating maps of critical issues with significant others; (4) review and reporting of experiences in the communication and validation of maps of issues; and (5) reporting evidences of performance, value and worth to significant others. (For related document, see JC 740043.) (KM)

44.

ED 099 075 JC 750 015
Budget and Accounting Manual: California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Jan 74
Note—277p.
EDRS Price MF-$0.75 HC-$13.80 PLUS POSTAGE
Descriptors—Budgeting, *Educational Finance, *Junior Colleges, *Management Information Systems, Manuals, Operating Expenses, *School Accounting, Statewide Planning
Identifiers—*California, California Community Colleges

The new budget and accounting system for the California community colleges uses an activity-centered approach to expenditure reporting which describes real resource requirements (faculty, supporting staff, supplies, etc.), their costs (objects of expenditures), and relative use in each of the major activities which describe community college operations. The system describes direct costs in activities, but does not attampt to define indirect costs. It is designed to provide adequately for state level decision-making needs. It also provides the basis for decisions about programs and objectives. The activity structure provides the district with a base for comparative fiscal analyses, use of new fiscal management tools, and future development of program budgeting and other decision-making techniques. The activity structure also provides for state level reporting and federal fiscal reporting, if this should occur in the future. (Author)

45.

ED 121 393 JC 760 236
Through the Open Door; A Study of Persistence and Performance in California's Community Colleges. Report 3: The Other Side of Persistence.
California State Coordinating Council for Higher Education, Sacramento.
Report No—Council R-74-2
Pub Date Feb 74
Note—19p.; For related documents, see ED 086 286 and 287, JC 760 144 and 237; Occasional light print
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors—Community Colleges, *Dropouts, Junior Colleges, *Junior College Students, Longitudinal Studies, *Persistence, *State Surveys, Student Characteristics, *Withdrawal
Identifiers—*California

This report, part three of a long-range study of persistence and performance in California's community colleges, presents rates of non-persistence for the sample of 35,000 students during 1972-73, their first year of enrollment. About 18 percent of the new students enrolled for credit withdrew from all classes before the end of the fall term. An additional 22 percent completed the first term, but did not continue into the spring term. Only 8 percent of the students who persisted into the spring term withdrew from all classes before the ned of their first year. About 20 percent of the fall withdrawals reenrolled in the spring, and one-third of these withdrew a second time. Full-time students exhibited significantly higher rates of persistence to the end of the term than part-time students. Students with prior experience at another institution displayed somewhat lower rates of persistence than first-time students, as did the women in the sample, compared to men. The representation of minority students in the groups of non-persisters was about equal to their representation in the total sample. A large portion of the students completing only one term were fairly successful academically, as measured by grades, particularly students with prior college attendance. Four tables of data are presented. (Author/NHM)

46.

ED 095 956 JC 740 327
Master Plan and Inventory of Programs for the California Community Colleges. Revised Spring 1974.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 74
Note—300p.
EDRS Price MF-$0.75 HC-$13.80 PLUS POSTAGE
Descriptors—Academic Education, *College Programs, *Community Colleges, Guides, *Master Plans, Post Secondary Education, *Program Guides, Vocational Education
Identifiers—*Caliornia

Current and projected programs in California Community Colleges are provided in this master plan and inventory of programs. The programs are in the following subject areas: Agriculture and Natural Resources; Architecture and Environmental Design; Regional Studies; Biological Sciences; Business and Management; Communications; Computer and Information Science; Education; Engineering and Related Fields; Fine and Applied Arts; Foreign Language; Health Services; Home Economics; Law; Letters; Library Science; Mathematics; Military Studies; Physical Sciences; Psychology; Public Affairs and Services; Social Sciences; Commercial Services; Interdisciplinary Studies; and Apprenticeship. (DB)

47.

ED 101 810 JC 750 166
Facilities Sharing Questionnaire Survey.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Mar 74
Note—39p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors—Classrooms, Dining Facilities, Educational Coordination, *Educational Facilities, *Facility Utilization Research, Facsimile Transmission, Instructional Materials Centers, *Junior Colleges, Library Cooperation, *Off Campus Facilities, Physical Education Facilities, *Shared Services, Theaters
Identifiers—*California

In order to determine the extent to which the California community colleges share and borrow facilities, a questionnaire was sent to each California community college in January 1974. Sixty-six (96 percent) of the 69 districts

responded. Analysis of the data revealed that the typical campus shared 7.5 facilities and borrowed 5.6. More than 37 kinds of facilities were shared. The facilities most commonly shared were physical education facilities (gymnasiums, athletic fields, swimming pools, and stadiums); general purpose classrooms; and general use facilities (theaters, cafeterias, and libraries). The most commonly borrowed facility was the general purpose classroom; classrooms were borrowed from other school districts, public agencies, and private parties by half of the districts. Libraries, extension centers, specialized and class laboratories, and physical education facilities are also frequently borrowed. For shared facilities, the range of participation includes from 47 percent to over 60 percent of the 66 districts. Slightly over 50 percent of the reporting districts borrow facilities. Data is tabulated and examples of facility sharing at 12 institutions are presented. Also included are descriptions of a telefacsimile sharing project and the Learning Resource Centers network. (DC)

48.

ED 092 206 **JC 740 198**
Development of EOPS Data Collecting and Transmittal Forms for Statewide Use.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Jun 74
Note—47p.; OEPS Special Project No. 73-101
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Community Colleges, *Data Collection, *Data Processing, Economic Opportunities
Identifiers—*Economic Opportunities Programs and Services, EOPS

The Research Office of American River College, Los Rios Community College District in Sacramento was asked by the Chancellor's Office to develop a common form, or forms, to be used by the community colleges in the State awarded Economic Opportunity Programs and Services (EOPS) grants. This report is a description of that project and contains the objectives, procedures, results, and recommendations. The results are: EOPS Form #1-Student Data; EOPS #2-Student Data; EOPS #3-Institutional Data; and EOPS Application and Questionnaire. (Author/SGM)

49.

ED 099 071 **JC 750 011**
Racial and Ethnic Survey, Fall 1973: California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Jul 74
Note—85p.; Fifth annual survey
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—College Faculty, Enrollment Trends, Equal Opportunities (Jobs), Ethnic Groups, *Junior Colleges, *Junior College Students, *Minority Groups, Nondiscriminatory Education, *Racial Composition, School Personnel, Sex Discrimination, *Statistical Surveys
Identifiers—*Affirmative Action, California, California Community Colleges

This fifth annual survey presents the racial and ethnic distribution of students and staff in California community colleges. The emphasis is changed from previous years, however, to include statistical data on the sex composition of students and staff, and progress by the Chancellor's Office and the colleges in affirmative action efforts, including indepth descriptions of the affirmative action activities of several districts. The percentage of minorities in all student categories and nearly all ethnic classifications increased from fall 1972 to fall 1973. Minority students constitute approximately one-fourth of total college enrollment. Similar increases in minority composition of staff have occurred. During the fall of 1973, women constituted 48 percent of all enrollment and 41 percent of all district personnel. The appendixes, making up the major portion of the report, include statewide statistics on staff and students, the Chancellor's Office minority policy and statistics, the Affirmative Action Program Outline adopted by the Board of Governors, and other affirmative action related documents. (Author/MJK)

50.

ED 121 394 **JC 760 237**
Through the Open Door; A Study of Persistence and Performance in California's Community Colleges. Report 4: A Limited View of Performance.
California State Postsecondary Education Commission, Sacramento.
Report No—Comm-R-1-74
Pub Date Jul 74
Note—21p.; For related documents see ED 086 286 and 287, JC 760 144 and 236
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors—*Academic Achievement, Community Colleges, Comparative Analysis, Dropouts, *Grades (Scholastic), *Junior Colleges, Longitudinal Studies, *Persistence, *Student Characteristics, Withdrawal
Identifiers—*California

This report, the fourth part of a long-range study of persistence and performance in California's community colleges, deals with the performance of the 82 percent of the 35,000 student sample who entered the California community college system in fall 1972 and completed at least one term. Sixty percent of the total sample continued beyond one term, and 22 percent completed the first term, but did not continue. The various performance measures that are analyzed in this report include course grades and other final actions (withdrawals), semester grade point averages, unit loads attempted in relation to grade point averages, and incidences of withdrawal from classes. Sources of variance in performance are examined, including first-time freshmen versus transfer students, day versus evening students, men versus women, and persisters versus students who enrolled for only the first term. Data are organized into five tables, and generally show that the records of students who discontinued after one term were not as good as those of persisters. It is possible, however, that many students who were classified as completing one term and not continuing were not attending classes at the end or failed to take final examinations, but were not recorded by the college as total withdrawals. (Author/NHM)

51.

ED 097 071 **JC 740 394**
Morris, William Gold, Ben K.
Student Accountability Model: Procedures Manual. Vocational Education, Part C.
California Community Colleges, Sacramento.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 74
Note—56p.; Research Project 19-34741-C3-235
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—College Students, *Community Colleges, Dropout Research, Evaluation Methods, *Followup Studies, Graduate Surveys, Guides, *Models, Post Secondary Education, *Program Evaluation, Questionnaires, Sampling, Student Characteristics, *Vocational Education
Identifiers—California, SAM, *Student Accountability Model

The Student Accountability Model (SAM) was developed by a consortium of 12 members, to provide a system of procedures for identifying and describing California community college occupational students and for obtaining information about them after they leave college. The two components of the model are the Student Accounting Component (Classification of Occupational Courses, Identification of Occupational Student Majors, and Data for Voc-Ed For CCOE48) and the Student Followup Component (Classification of Previous Semester Students, Followup Procedures for Groups--selection of group(s), preparation of students, study design--Data for Voc-Ed Form CCOE45, and Data for Program Evaluation and Planning). Each of the tasks involved in the two components is discussed. (Appendixes present the following: a discussion of Sampling in Followup Studies, Sample Instruments for Followup Preparation (In-Class Questionnaire, EXIT Interview Form, and Followup Alert Letter), and a list of members of the Project Consortium. (DB)

52.

ED 097 072 **JC 740 395**
Wells, William J.
Student Accountability Model: Flowcharts and Programs. Vocational Education, Part C.
California Community Colleges, Sacramento.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 74
Note—44p.; Research Project 19-34741-C3-235
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Community Colleges, *Computer Programs, *Flow Charts, Followup Studies, Guides, *Models, Post Secondary Education, *Program Evaluation, *Vocational Education
Identifiers—California, SAM, *Student Accountability Model

The flowcharts and computer programs prepared for use in conjunction with the Procedures Manual for the Student Accountability Model (see JC 740 394) are presented. The programs provide an illustration of how one district applied the flowchart to its own hardware capabilities. The flowcharts are: Assign Course Priority, Assign Student Major, Assign Course Majors, Non-continuing Students, and Unduplicated Counts. The programs are: Student Count by Priority, Semester, and Unduplicated Counts, Year. The hardware requirements and a card layout form are provided. (DB)

53.

ED 103 064 **JC 750 210**
McPherran, Archie L. Barthelme, Peter A.
Understanding Community College Finance: A Primer for the Lay Trustee.
California Community Colleges, Sacramento.; California School Boards Association, Sacramento.
Pub Date Nov 74
Note—19p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors—*Assessed Valuation, Average Daily Attendance, *Budgeting, Definitions, *Educational Finance, Financial Policy, *Junior Colleges, Management Information Systems, Salaries, School Accounting, State Aid, *State Legislation, Trustees, Tuition
Identifiers—*California, Collier Factor

This document provides definitions, methods of computing data, and information regarding state laws, which are needed by California community college lay trustees to successfully execute their responsibilities as board members. Following a brief history of state support for community colleges in California, the author provides: (1) the schedule for budget development; (2) classifications of the various kinds of revenues and expenditures; (3) a description of the elements considered in assessing the valuation of a community college district; (4) a model "Report of Average Daily Attendance" to be submitted for state apportionment; (5) descriptions of the three types of tuition charges for out-of-district residents; (6) the method of applying the "Collier Factor", a penalty factor for districts located in counties which assess property below market value; (7) classifications of students for apportionment purposes; (8) definitions of enrollment terms; (9) an example of the computation needed to determine compliance with the state law requiring that the salaries of classroom teachers represent at least 50 percent of the total current expense; (10) guidelines for requesting reduced assessed valuations for improvements due to redevelopment; and (11) a short description of the new Management Information System (MIS) for accounting and budgeting. (DC)

54.

ED 103 066 **JC 750 212**
Faculty Salaries 1974-75, California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Dec 74
Note—90p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors—*College Faculty, *Junior Colleges, *Salary Differentials, *Teacher Salaries
Identifiers—*California

The 1974-75 survey of full-time faculty salaries in California community colleges was constructed by reproducing the salary schedules of the 69 re-

porting districts. The salary schedules included here are those published schedules adopted by district boards. Minimum standards for each salary class are described by the degrees, credentials, and additional units required, and bonuses for extra achievements are listed. (Author/DC)

55.

ED 103 065 JC 750 211

Enrollment Projections: An Evaluation of Current Techniques.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Feb 75

Note—25p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors—Adult Students, Age Groups, Census Figures, College Freshmen, *Enrollment Influences, *Enrollment Projections, Enrollment Rate, Enrollment Trends, High School Graduates, *Junior Colleges, *Measurement Techniques, Part Time Students, *Statewide Planning

Identifiers—*California

Evaluation of the State Department of Finance enrollment projection techniques suggest they have become less accurate over time in projecting community college enrollments. In light of the continual growth of the California system, accurate enrollment projection techniques are needed if colleges are to be effectively planned and managed. The basic system of enrollment projection employed by the state, "BD-240," which applies participation rates and grade progression ratios to counts of recent high school seniors, does not take into account trends toward part-time and evening enrollments or the increasing age of enrollees. Improved projection techniques should incorporate the number and character (age, sex, mobility, etc.) of service area population, local socioeconomic conditions (unemployment rate, etc.), and the changing policies of the particular college/district and nearby postsecondary institutions. Preliminary analysis of the results of BD-240 estimates since 1968 suggest that they typically have underestimated total student enrollment and overestimated weekly student contact hours for day-graded activity. Four options for future projections are presented, and enrollment projections based on the BD-240 and the four options are shown through 1985. State and selected district enrollment figures are noted, and the Community College Board of Governors policy statement on enrollment projections is appended. (Author/AH)

56.

ED 111 464 JC 750 485

Guichard, Gus And Others

Part-Time Employment.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Apr 75

Note—23p.; Presentation to the Board of Governors of the California Community Colleges, April 9-10, 1975; Best copy available

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Faculty, Community Colleges, Educational Legislation, Fringe Benefits, Instructional Staff, *Junior Colleges, *Part Time Teachers, *Salary Differentials, *Staff Utilization, Teacher Salaries, Tenure

Identifiers—*California

The employment of community college instructors on a part-time basis provides the opportunity for students to study under outstanding instructors whose primary employment may be in industry or in other postsecondary institutions and permits colleges to respond better to community needs with the financial resources available to them. Along with these benefits, however, have come a corresponding number of problems. Although legislation in 1972 attempted to delineate provisions of law concerning the employment of certificated personnel in community colleges, it left questions with respect to the employment of temporary and part-time personnel. Inappropriate or inconsistent language in existing law must be clarified. In addition, opinions differ concerning the proportional benefits which part-time instructors should receive, especially in areas of tenure, salary and fringe benefits, and participation in campus affairs. Appended is an analysis of data collected by surveying 69 California community colleges as to their employment of part-time faculty. Of the 52 districts responding, 43 employ more than half of their faculty on a part-time only basis. The average district estimate of the cost of providing pro-rata pay to part-time faculty is a 5.5 percent increase in budget expenditures for faculty salaries. (Author/NHM)

57.

ED 105 930 JC 750 323

Preliminary Report on Part-Time Faculty.

California Community Colleges, Sacramento.

Pub Date 22 May 75

Note—8p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors—College Teachers, Community Colleges, Contract Salaries, *Educational Finance, Evening Colleges, *Junior Colleges, *Part Time Teachers, Premium Pay, *Salary Differentials, Staff Utilization, State Surveys, *Teacher Salaries

Identifiers—*California, Pro Rata Pay

This report summarizes survey data on part-time faculty utilization in California community colleges. Data was received from 67 of the 69 community college districts. The primary purpose of the survey was to obtain information that would be useful to community college boards and administrators in dealing with part-time faculty legislation. Tables provide data illustrating the composition of the day division instructional staff (full-time vs. part-time) by district, the composition of the evening division instructional staff (part-time vs. full-time with extra pay) by district, the sources of evening part-timers (i.e., local high schools, other colleges, non-education professions, etc.) by district, the cost increases involved in converting from part-time to pro-rata pay scales, and pro-rata cost comparisons for 30, 25, and 15 hour work weeks for selected districts. Results indicate that the statewide day faculty is comprised by 79 percent full-timers and 21 percent part-timers; the ratio of full-time to part-time day faculty varies widely--eight districts report a ratio greater than 20/1 and 31 districts report a ratio less than 5/1. (Author)

58.

ED 108 722 JC 750 394

McIntyre, Chuck

Regulations for New Colleges.

California Community Colleges, Sacramento.

Pub Date Jun 75

Note—15p.; Presented to the Board of Governors of the California Community Colleges, June 18-19, 1975

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors—*College Planning, Community Surveys, Delivery Systems, Facility Planning, *Junior Colleges, Manpower Needs, *Master Plans, Policy Formation, Program Planning, State Legislation, *State Standards, *Statewide Planning

Identifiers—*California, Needs Assessment

This document proposes specific changes in the California Education Code which would prescribe minimum standards for the formation of public community colleges. The Code regulations would define "college", require the assessment of local needs and preferences before the establishment of a new college, provide objectives for the formation of new college programs and services, present criteria for selecting an appropriate delivery system, require districts to consider alternatives to new college construction for the delivery of the same programs and services, and recommend district identification of proposed sources of funding for both short- and long-term operations. In an appended paper, a state-level role and process for community college planning is proposed. A comprehensive five-year plan is proposed to provide the basis for the Board's legislative, capital outlay, and finance programs, and for apportionment and program allocation and review administration by the Chancellor's Office. This five-year plan would be developed by a Chancellor's Office Task Force, which would be responsible for analyzing all relevant information, identifying short-term and long-term problems, and recommending solutions and policy directions for approval by the Board. The content, time-schedule, and evaluation methods for a five-year plan are discussed. (DC)

59.

ED 108 725 JC 750 398

Mangham, Clarence

Part-Time Students.

California Community Colleges, Sacramento.

Pub Date Jun 75

Note—7p.; Presented to the Board of Governors of the California Community Colleges, June 18-19, 1975

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors—Admission Criteria, Federal Aid, Financial Support, *Junior Colleges, *Part Time Students, Residence Requirements, Senior Citizens, *State Legislation, *Student Costs, *Student Loan Programs, Veterans

Identifiers—*California

This report reviews the progress of the California Community Colleges in carrying out the intent of a recent Assembly Resolution which specified that fee structures, admission policies, and financial aid policies and programs at institutions of public postsecondary education shall not discriminate against part-time students and students choosing to combine or alternate education with other learning experiences. The first section reviews admissions requirements, concurrent high school-community college enrollments, re-entry procedures, residency requirements, and minimum course load requirements for veterans benefits and social security recipients. A section on fee structure reviews the establishment and use of student fees. A review of student financial aid policies reports methods of needs determination, the eligibility of part-time students for financial aid, and EOPS student course load requirements. The report concludes that community colleges vary regarding the manner in which their fee structures, admission policies, and financial aid policies apply to part-time students; that community colleges attempt to be equitable in the way they meet the needs of full-time and part-time students, but that financial constraints often limit the extent to which part-time students can be served; and that a more detailed study of community college policies and procedures relating to part-time students is needed. (Author/DC)

60.

ED 110 099 JC 750 393

Aughinbaugh, Lorine A. And Others

Development of Procedures to Implement EOPS Cost Effectiveness Standards Model and Continued Evaluation of These Procedures by Selected Community Colleges during the 1974-75 Academic Year. EOPS Special Project 74-101.

Northern California Community Colleges Research Group.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Jun 75

Note—68p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors—*Cost Effectiveness, Data Collection, Educationally Disadvantaged, *Educational Opportunities, Expenditure Per Student, *Junior Colleges, *Program Costs, *Program Effectiveness, Resource Allocations, State Programs, Statewide Planning

Identifiers—California, EOPS, *Extended Opportunity Programs and Services

Four products were developed during the second year of the Extended Opportunity Programs and Services (EOPS) cost effectiveness study for California community colleges. This project report presents: (1) a revised cost analysis form for state-level reporting of institutional program effectiveness data and per-student costs by EOPS program category (recruitment, counseling, financial aid, etc.); (2) a formula for determining cost effectiveness of individual college EOPS programs in which effectiveness ratios for first-time and continuing EOPS students are calculated from student retention, ability, unit completion, and goal (degree) completion data; (3) a proposed State Allocation Formula for EOPS funds, which combines the resulting cost effectiveness ratios of individual college EOPS programs with a need factor, determined by the discrepancy between the potential pool of EOPS students in the college's service area and actual number of EOPS students served, the college's requested EOPS service level, and area cost of living; and (4) an additional revised institutional data reporting form. Recommendations are made for the implementation of the cost effectiveness formula and its incorporation into EOPS master planning and program development. Appended to the project report are EOPS program and per-student costs by category for the 11 colleges involved in the study and a hypothetical calculation for EOPS program allocations. (BB)

61.

ED 110 100 JC 750 397
Guichard, Gus McPherran, Archie L.
Affirmative Action.
California Community Colleges, Sacramento.
Pub Date Jun 75
Note—20p.; Presented to the Board of Governors of the California Community Colleges, June 18-19, 1975
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors—*Affirmative Action, Educational Discrimination, Ethnic Distribution, *Junior Colleges, *Junior College Students, Racial Discrimination, Sex Discrimination, *State Legislation, *Statewide Planning, Student Distribution
Identifiers—*California

A recent Assembly Concurrent Resolution (ACR 151) called for the Board of Governors of the California Community Colleges to prepare a plan to provide for addressing and overcoming, by 1980, ethnic, economic, and sexual underrepresentation in the makeup of student bodies as compared to the general composition of recent high school graduates. This document is a status report on affirmative action plans and policies in California community colleges. Of 59 responding districts, 34 submitted affirmative action plans, and 35 submitted affirmative action policies; 14 reported plans underway with completion pending. All 59 districts stated that they would meet the requirements of ACR 151 by 1980. Analyses of these plans and policies indicate that many need improvement; however, the number of districts with plans is encouraging. The report reviews the impact of ACR 151 and notes that its emphasis on recent high school graduates is inappropriate; that it provides no direction as to the procedures to be used in determining economic underrepresentation; and that a single plan cannot be made for 70 local districts, many of which already have their own plans. Various Board resolutions, affirmative action program outlines the text of ACR 151, and a table indicating the status of affirmative action plans and policies in each responding district are appended. (Author/DC)

62.

ED 122 877 JC 760 261
Enrollment Projections: Analysis in Relation to Community College Capital Outlay Bond Proposal.
California Community Colleges, Sacramento.
Pub Date Jun 75
Note—27p.; Issued as an appendix to Capital Outlay Bond Proposal presented to the Board of Governors of the California Community Colleges (June 18-19, 1975). Tables 4 through 9 (computer printouts) have been deleted due to small type size
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—*Age Groups, Community Colleges, Comparative Analysis, Educational Demand, *Enrollment Projections, *Enrollment Rate, Enrollment Trends, *Junior Colleges, *Measurement Techniques, Research Methodology
Identifiers—*California

Funding for proposed community college facilities in California is based on a method which applies recognized space and utilization standards to expected future instructional activity as expressed by weekly student contact hours (WSCH), the product of student enrollment estimates, and expected future instructional loads. Until 1974, official projections of enrollment and WSCH were based on applying participation rates and grade progression ratios to counts of recent high school graduates. However, changing enrollment patterns and increasing participation by students of all ages have made accurate projection by this method increasingly difficult. To solve this problem, the old projection techniques have been replaced with a new age participation model which uses the entire population rather than just high school graduates as a projection base. Projected WSCH on which the 1974 bond program was based contains 17 district projections under the new technique and the remainder under the old technique. The 1975 projection will be based on the new technique. This document describes in detail both the bond program projection technique and the new age participation technique, briefly describes six alternative methods of enrollment projection, and gives graphs and tables of the results of such enrollment projections. (Author/NHM)

63.

ED 118 895 95 CE 006 455
Master Plan for Public Service Occupational Education: A Report of Phase I.
California Community Colleges, Sacramento. Office of the Chancellor
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 75
Note—42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—Articulation (Program), *Classification, *Cluster Grouping, Community Colleges, Educational Planning, *Educational Programs, Human Services, *Master Plans, Occupational Clusters, Post Secondary Education, Program Evaluation, Program Planning, *Public Service Occupations, School Surveys

The document presents the first phase of a project designed to develop specific direction, organization, and implementation of public service occupational education in community colleges. A consortium of 17 colleges in California was established to provide information needed to develop a master plan. Four workshops were held to formulate a definition of public service education. A revised classification of public service occupations is discussed in detail. Designations include: (1) government; (2) public safety, correction, and judicial services; (3) educational services; (4) human services; (5) health and hospital services; (6) library, media, and museum occupations; (7) recreation; and (8) other public service occupations. A survey of community college catalogs revealed ambiguities and inconsistencies in terminologies identifying public service occupations in specific programs. However, it showed a rapid growth in this area. The lack of a uniform terminology creates a problem in horizontal articulation. Two processes which would allow a student to move to different educational levels are discussed. A conceptual framework for a public service master plan is suggested based on a study of several college programs. Appended materials provide information on the participating colleges and three varying classifications of public service occupations. (Author/EC)

64.

ED 120 383 CE 006 595
COPES Report: System Reliability Study.
Foothill-De Anza Community Coll. District, Los Altos Hills, Calif.
Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.
Note—28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—*Community Colleges, Comparative Analysis, Data Analysis, Educational Needs, Educational Programs, *Evaluation Methods, Occupational Guidance, *Program Evaluation, Rating Scales, Tables (Data), Testing Problems, *Test Reliability, Test Results, *Test Reviews
Identifiers—*Community College Occupational Programs Eval Syst, COPES

The study examines the reliability of the Community College Occupational Programs Evaluation System (COPES). The COPES process is a system for evaluating program strengths and needs. A two-way test, college self-appraisal with third party validation of the self-appraisal, is utilized to assist community colleges in future institutional planning and allocation of resources. Reliability of the COPES process was tested by conducting two independent site visits at five participating colleges in California. The degree of agreement between the two groups, separately considering the same information and following the same procedures, was examined. Ratings of the two teams on 60 evaluation items (which were based on COPES criteria statements) were compared. The test results revealed some rating imbalance due to different rating approaches and inadequate heed or misunderstanding of criteria. A discussion of reliability test results and discernible factors affecting reliability includes tabulated data. Recommendations for improving the test are presented based on an analysis of the findings. Appended are: lists of participating colleges and site visit team members, team leader survey questions and responses, and causes of major rating differences based on explanations by site visit chairmen and team leaders. (Author/EC)

65.

ED 122 689 HE 007 730
A Five-Year Plan for Postsecondary Education in California: 1976-81.
California State Postsecondary Education Commission, Sacramento.
Pub Date Dec 75
Note—145p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Adult Education, Community Colleges, Educational Objectives, *Educational Planning, *Higher Education, *Post Secondary Education, Program Descriptions, Proprietary Schools, State Colleges, *State Programs, State Universities, *Statewide Planning, Trend Analysis
Identifiers—*State University System of California

The Five-Year Plan has been prepared by the California Postsecondary Education Commission as a part of its responsibility for planning and coordination of postsecondary education within the State. The initial Five-Year Plan inaugurated a new approach to educational planning in California. The 1960 Master Plan for Higher Education was concerned with the three public segments of higher education--the University of California, the State Colleges, and the Community Colleges--and to a limited extent with independent higher education. The Commission's updated plan for postsecondary education includes new elements: proprietary schools and new patterns of adult education. (Author/KE)

66.

ED 132 261 CE 008 342
Bowers, Ellen
Occupational Education Information Needs and Governance Patterns in Selected California Community Colleges.
Spons Agency—California Community Colleges, Sacramento Office of the Chancellor
Pub Date [75]
Note—41p
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrative Personnel, Administrator Attitudes, College Administration, *Community Colleges, *Decision Making, *Governance, *Information Needs, Junior Colleges, *Needs Assessment, Program Planning, Tables (Data), Technical Education, *Vocational Education
Identifiers—California

Using the DELPHI technique, 111 individuals identified as management team members for occupational education (in eight selected California community colleges), were chosen for this study designed to provide information perceived to be needed and useable for effective planning of occupation education in community colleges in California. Three communication rounds used to acquire the information, involved participant ratings of the following eight decision areas on an 11-point continuum in relation to degree of importance for educational planning: Program goals, program objectives, program planning, advisory committees, operational budget, coordination and direction, evaluation, and emphasis on occupational counseling, guidance, and placement. A total of 193 information factors were generated within the eight areas. (Overall ranking and independent ranking by college is provided in tabular form for each information factor.) Statistical analysis of the data indicated a significantly high relationship between institutions and management teams' perceived importance of information factors which would be needed and useable for effective planning for occupational education. Information factors relating to commitments and attitudes were ranked most important. Factors relating to facilities, equipment, and staffing requirements were ranked lowest. Of the eight decision areas, evaluation received the highest overall ranking. In relation to governance, most occupational education decisions are perceived to be made by the dean of instruction; the chief occupational administrator is perceived to make decisions about the advisory committee area. (TA)

67.

ED 128 053 **JC 760 490**
California Community Colleges 5 Year Plan, 1976-1981. Plan and Appendix.
California Community Colleges, Sacramento.
Pub Date Jan 76
Note—172p.; Not available in hard copy due to marginal reproducibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Budgets, Community Colleges, *Educational Objectives, *Educational Planning, Educational Policy, Enrollment Projections, Facility Planning, *Junior Colleges, *Master Plans, *Policy Formation, State Aid, State School District Relationship, *Statewide Planning
Identifiers—*California, Community Based Education

This is the first statewide five-year plan for the California Community Colleges. The newly adopted statement of philosophy and goals emphasizes the community college's role as a community-based institution of lifelong learning. In addition to presenting this new statement, the report details the planning process to be used in updating this plan, reviews the enrollment projections obtained from various agencies, presents a series of proposed state-level policies, and describes the district program and facility plans approved by the Board of Governors for the first year of the plan and tentatively proposed for the last four years. An examination of the master plans for the various community college districts shows that 440 new academic and vocational programs are scheduled for implementation during 1976-77. The largest relative growth is anticipated in the areas of regional studies, health services, home economics, law, and public affairs and services. The appendices contain the information and documentation utilized in the development of the master plan. Included are enrollment and job opportunity/employment summary projections, extended social forecasts, and discussions of future contingencies likely to have some effect on the community college. Analyses of existing programs and district profile summaries complete the appendices. (JDS)

68.

ED 119 752 **JC 760 144**
Knoell, Dorothy And Others
Through the Open Door; A Study of Patterns of Enrollment and Performance in California's Community Colleges. Report 76-1.
California State Postsecondary Education Commission, Sacramento.
Report No—Commission Report 76-1
Pub Date Feb 76
Note—82p.; For related documents see ED 086 286 and 287
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors—*Academic Achievement, *Attendance Patterns, Community Colleges, Dropouts, Educational Objectives, Followup Studies, Grades (Scholastic), *Junior Colleges, *Longitudinal Studies, *Persistence, School Holding Power, Student Characteristics, Student Enrollment, Transfer Students
Identifiers—*California

This report summarizes a longitudinal study of 32,245 students enrolled for credit and new to 32 California community colleges during the fall quarter of 1972. Patterns of enrollment for six semesters are analyzed by a number of criteria: age at the time of community college entrance, sex, part-time versus full-time status, and freshman versus transfer admission. At the end of six semesters, 32 percent of the sample had persisted two or more continuous semesters, 6 percent were still enrolled, 8 percent had graduated, 19 percent had enrolled for more than one term but did not persist in continuous attendance, and 35 percent had enrolled for only the first term during the 3-year period studied. A followup study of a sample of the students who had been enrolled for only one term is reported, and the cumulative records of grades earned by students are analyzed. A section of findings about the extent to which the California community college system is fulfilling its purposes and achieving its objectives is included, and a number of recommendations concerning community college function, student accounting, grading, reporting and analysis of student data, faculty development, and policy-making are made. Data are organized into 19 tables, and a list of participating institutions is appended. (NHM)

69.

ED 134 256 **JC 770 095**
Petersen, Allan L. And Others
Legislation and Part-Time Employment.
California Community Colleges, Sacramento.
Pub Date Feb 76
Note—60p.; Presented to the Board of Governors, California Community Colleges, February 18-19, 1976; Some pages may be marginally legible due to print quality of original
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Collective Bargaining, College Faculty, Community Colleges, Due Process, *Junior Colleges, *Legal Problems, *Part Time Teachers, Probationary Period, *State Legislation, Teacher Certification, Teacher Dismissal, *Teacher Employment, Teacher Salaries, Tenure
Identifiers—*California, Pro Rata Pay

This document presents an analysis of part-time employment issues in California community colleges, including a review of historical developments of the law covering the employment of certificated personnel, a review of some benefits and problems associated with part-time teaching, and consideration of part-time faculty employment as a major issue in community colleges. Specific areas examined include: participation in campus affairs by part-time faculty; implications of collective bargaining pursuant to Senate Bill 160; classification of part-time regular and temporary employees pursuant to Senate Bill 696; need for clarification in the Education Code of rights of employment, termination by reduction in force, written agreement, and tenure or reemployment rights; and pro rata pay for part-time instructors. A legislative program is outlined to deal with the various issues associated with these areas. It is recommended that the Board of Governors of the California Community Colleges oppose legislation that would mandate pro rata pay or provide tenure for part-time faculty, seek to accomplish the legislative program described in this document, and consider the question of due process in relation to the provisions of the Education Code concerning temporary and part-time faculty. Appended are pertinent sections of the Education Code and a preliminary analysis of survey data on part-time faculty in California community colleges. (JDS)

70.

ED 128 054 **JC 760 491**
Budget and Accounting Manual: California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Apr 76
Note—162p.; Appendices A and C were issued separately and are not included in this version of the document
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Budgeting, Community Colleges, Educational Finance, Expenditures, Income, *Junior Colleges, *Manuals, *School Accounting
Identifiers—California Community Colleges

This manual specifies in detail the new budget and accounting system for California Community Colleges, utilizing an activity-centered approach to expenditure reporting which describes real resource requirements, their costs, and relative use in each of the 37 discrete activities comprising community college operations. The system is designed to provide adequately for state-level decision making and most local decision making needs, as well as to provide a basis for developing analyses for decisions about programs and objectives. The expenditure structure of the system is designed to be compatible with that used by elementary and secondary schools and county school superintendents. The activity structure is designed to be compatible with the Program Classification Structure developed by the National Center for Higher Education Management Systems (NCHEMS). It provides the district with a base for comparative fiscal analyses, use of new fiscal management tools, and state-level and federal fiscal reporting. The bulk of this document is devoted to extensive presentation and explanation of the system. Appendices include a discussion of accounting principles unique to community college districts; a list of supplies, equipment and capital outlay; stores system procedures, controls, and accounting; accounting terminology; and data processing terminology. (Author/JDS)

71.

ED 132 995 08 JC 770 032
Sheldon, M. Stephen And Others
Organization for Direction and Coordination of Occupational Education. Final Report.
California Community Colleges, Sacramento. Office of the Chancellor.; Pierce Coll., Woodland Hills, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 76
Note—98p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Administrative Personnel, *Administrator Qualifications, Administrator Responsibility, Administrator Role, Community Colleges, *Job Skills, *Junior Colleges, Management Education, *Program Administration, *Vocational Directors, Vocational Education
Identifiers—Delphi Technique

A study was conducted to identify the minimum mangagement essentials necessary for the effective administration of occupational education (OE) programs in community colleges and to make recommendations to implement the findings. A four-round Delphi process with 179 experts participating was used. Forty-nine items were identified as being essential for both entry-level and first-line OE managers and administrators. These items were subsumed under seven broad content categories: (1) philosophical base; (2) practical background, current awareness; (3) budgeting skills; (4) reporting skills; (5) assessment and evaluation skills; (6) placement, planning, policy, and curriculum development, and (7) community interaction. It was recommended that: (1) the final 49 items should form the basis for describing minimum essentials for OE administrators; (2) workshops, seminars, courses, internships, and other programs should be made available for those currently managing OE programs; and (3) those involved in the selection process for OE administrators should use the results of this study as assessment criteria. (JDS)

Colorado

72.

ED 012 604 **JC 660 436**
ADAMS, ALVA B. AND OTHERS
PROPOSAL FOR A COLORADO SYSTEM OF COMMUNITY COLLEGES.
COLORADO STATE DEPT. OF EDUCATION, DENVER
PUB DATE NOV 66
EDRS PRICE MF-$0.25 HC-$1.68 42P.

DESCRIPTORS *EDUCATIONAL FINANCE, *GOVERNANCE, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, COLLEGE PLANNING, COLORADO, COMMUNITY COLLEGES, DENVER, SCHOOL DISTRICTS, SCHOOL LOCATION,

THE COLORADO BOARD OF EDUCATION WILL SERVE AS THE STATE AGENCY IN COORDINATION AND REGULATION OF THE COLLEGES. WHENEVER POSSIBLE, HOWEVER, CONTROL IS TO BE LEFT WITH THE LOCAL COMMUNITY COLLEGE DISTRICT. THE STATE WILL BE DIVIDED INTO 16 DISTRICTS, INCLUDING ALL THE SCHOOL DISTRICTS OF THE STATE, AS LOCAL ADMINISTRATIVE UNITS. THERE ARE TWO QUALIFICATIONS FOR ESTABLISHING A COLLEGE WITHIN A DISTRICT--(1) THE DISTRICT MUST HAVE AN ASSESSED VALUATION OF AT LEAST $75 MILLION AND (2) THERE MUST BE AT LEAST 600 STUDENTS ENROLLED IN THE 12TH GRADE IN THE DISTRICT. THE DISTRICT MUST HAVE ACQUIRED A SITE BEFORE FINAL APPROVAL. FINANCING OF THE COLLEGES' MAINTENANCE, OPERATION, AND CAPITAL CONSTRUCTION WILL BE DONE ENTIRELY BY THE STATE EX-

CEPT FOR STANDARD TUITION CHARGED THE STUDENT, PLUS AVAILABLE FEDERAL AND OTHER FUNDS. THE DISTRICT MAY LEVY LOCAL TAXES TO SUPPLEMENT THE BASIC OPERATION OR CAPITAL FUNDS IF NECESSARY AND DESIRABLE. GUIDELINES FOR PROGRAM, FACILITIES, PERSONNEL, SIZE, AND LOCATIONS ARE INCLUDED. A SUMMARY OF PLANS FROM 17 OTHER STATES IS INCLUDED. (HS)

73.

ED 021 562 **JC 680 418**
Lefstad, Dana J.
COMMUNITY JUNIOR COLLEGES.
Colorado State Dept. of Education, Denver.
Pub Date Feb 67
Note—39p.
EDRS Price MF-$0.25 HC-$1.64
Descriptors—*COLLEGE PLANNING, *JUNIOR COLLEGES, *PROGRAM DEVELOPMENT, *STATE PROGRAMS
Identifiers—*Colorado

This paper, prepared by the Colorado Department of Education, describes the growth of the State's community college movement through 1966. Information is presented on enrollment, credit hours, funding, and salaries. Projections were not made because of the number of variables: (1) employment rate, (2) draft requirements, (3) cost of living, (4) the size of high school graduating classes, (5) the interest of the community on certain programs, (6) the number of applicants who do not complete registration, (7) the progress of the building programs, (8) the retention rate from quarter to quarter, and (9) the fluidity of course offerings and enrollment figures as they affect each other. At the time of writing, there were seven junior college districts, of which six were operating colleges. Two more campuses were expected to open in the fall. Several plans for a state system of community colleges population centers in Colorado have been something of a establishment of new districts until current issues could be resolved by the 1967 General Assembly. The vast distances between population centers in Colorado have been something of a disadvantage, but, in spite of this handicap, the people have recognized the opportunities offered by the colleges and have been enrolling in increasing numbers. (HH)

74.

ED 018 664 **VT 005 183**
COLORADO MASTER PLAN FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION.
MANAGEMENT AND ECONOMICS RESEARCH INC.
COLORADO STATE BOARD FOR COMM. COLL. AND OCCUP. ED.
PUB DATE FEB 68
EDRS PRICE MF-$1.00 HC-$8.52 211P.

DESCRIPTORS *COMMUNITY COLLEGES, *MASTER PLANS, *STATE PROGRAMS, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, ADMINISTRATIVE ORGANIZATION, BOARDS OF EDUCATION, CAMPUS PLANNING, COLORADO, EDUCATIONAL NEEDS, EDUCATIONAL PLANNING, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT TRENDS, ENROLLMENT PROJECTIONS, FINANCIAL SUPPORT, LEADERSHIP, POPULATION TRENDS, PROGRAM COORDINATION,

A LONG-RANGE STATEWIDE MASTER PLAN FOR THE COORDINATED DEVELOPMENT OF COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION WAS DEVELOPED BY A CONSULTANT FIRM FROM DATA DERIVED FROM AUTHORITATIVE LITERATURE, COLLEGE ADMINISTRATORS, KNOWLEDGEABLE PERSONS THROUGHOUT THE STATE, NATIONAL COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION CONSULTANTS, AND STATE DIRECTORS OF THE RELATED AGENCIES. THE MASTER PLAN RESTS ON THE CONCEPT OF COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION AS ESSENTIAL AND IMPORTANT PARTS OF A TOTAL EDUCATIONAL SYSTEM. IT RECOMMENDS THAT THE STATE BE DIVIDED INTO SEVEN COMMUNITY COLLEGE ADMINISTRATIVE AND SEVEN OCCUPATIONAL PLANNING AND PROGRAMING AREAS, THAT THE ADMINISTRATIVE AREAS BE ESTABLISHED AS THE BASE FOR AREA VOCATIONAL SCHOOL SYSTEMS, AND THAT THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION BE RESPONSIBLE FOR ALL OCCUPATIONAL EDUCATION CURRICULUMS OFFERED IN STATE INSTITUTIONS OF HIGHER EDUCATION. RECOMMENDATIONS FOR MEETING LOCAL NEEDS AND PROVIDING STATE LEADERSHIP AND SPECIFIC PLANS FOR THE COMMUNITY COLLEGE OF DENVER AND EL PASO COMMUNITY COLLEGE ARE DISCUSSED. OTHER RELEVANT INFORMATION IS PRESENTED IN THE SECTIONS--(1) STRUCTURE AND FUNCTIONS OF THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION, (2) CURRENT STATUS OF COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION, (3) COLORADO POPULATION AND COMMUNITY COLLEGE ENROLLMENT PROJECTIONS, (4) DENVER POPULATION AND COMMUNITY COLLEGE PLANNING, (5) OCCUPATIONAL FORECASTS AND PROGRAM NEEDS, AND (6) FINANCING THE MASTER PLAN. EXPLANATIONS OF METHODOLOGY, 15 ILLUSTRATIONS, AND 57 TABLES OF DATA ARE INCLUDED. (JM)

75.

ED 032 058 **JC 690 319**
Elsner, Paul A.
A Proposal for Establishing State Approval Status for the Colorado Community Colleges.
Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date 14 May 69
Note—8p.
EDRS Price MF-$0.25 HC-$0.50
Descriptors—*Accreditation (Institutions), *Junior Colleges, *State Standards
Identifiers—Colorado

The Colorado State Board expects new colleges to strive for regional accreditation as soon as possible. As the Board planned, in its initial year, to grant no approval or certification, college presidents needed some kind of interim status. This report outlines the criteria for approval by the State Board for Community Colleges and Occupational Education. Consistent with regional standards, they include not only published material on the college's programs, philosophy, and objectives, but also evidence of (1) involvement of staff, students, faculty, and community; (2) commitment to the open-door policy; (3) on-going professional development of administration; (4) professional subject competence of teachers and in-service upgrading; (5) official encouragement of staff improvement; (6) a comprehensive curriculum including occupational, continuing, developmental, transfer, and community service programs; (7) suitable balance among the programs; (8) belief in and adequate staff for student services (counseling, financial aid, job placement, activities); (9) adequate physical facilities or firm plans to finance and build them; (10) sound fiscal management and ability to fund programs and pay attractive salaries; (11) respect for academic freedom and an open forum on controversial issues; (12) progress toward regional accreditation. Terms are defined and procedures for requesting interim approval are listed, including how to appeal a decision and request a review by the Board. (HH)

76.

ED 040 647 **HE 001 516**
Planning for the 1970's: Higher Education in Colorado. Preliminary Report.
Colorado Commission on Higher Education, Denver.
Pub Date Dec 69
Note—120p.
Available from—Colorado Commission on Higher Education, 719 State Services Building, Denver, Colorado 80203
EDRS Price MF-$0.50 HC-$6.10
Descriptors—Coordination, Educational Needs, Educational Objectives, *Educational Planning, Enrollment Projections, Governance, *Higher Education, *Institutional Role, *Planning, *State Programs
Identifiers—*Colorado

This report presents data and recommendations for the development of Colorado's system of higher education. It deals primarily with the public institutions. Chapter 1 assesses the needs for higher education in the state with regard to enrollment projections, distribution of the population, availability of extension courses, and the number of students from economically and educationally disadvantaged backgrounds. Chapter 2 examines the size and planned growth of each state institution. Chapter 3 discusses the purposes, programs and students of community colleges, state colleges, and the university system. Chapter 4 examines higher education in the Denver metropolitan area, and chapter 5 explores the issues of coordination, planning and governance. Tables in the appendix include data on off-campus credit extension courses, 1968-69 enrollments, and Fall 1968 Headcount enrollments in the public institutions. The Community College of Denver, the Metropolitan State College, and the Denver Center of the University of Colorado also define their roles. (AF)

77.

ED 049 727 **JC 710 105**
Pyle, Gordon B.
Action Steps For Reaching the Disadvantaged in Colorado.
Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date Mar 70
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Planning, *Disadvantaged Youth, *Educational Development, *Educational Improvement, *Junior Colleges, *Relevance (Education)
Identifiers—*Colorado

This report gives information on the employment and educational situation in Colorado and offers the State Board for Community Colleges and Occupational Education the following suggestions for solving various problems: out-reach programs; coordinated programs of work, study, and recruitment; relevant short courses and long term vocational and technical programs for the disadvantaged; day-care centers; use of varied media to inform disadvantaged students of financial aid; employment of personnel and enrollment of minority students in proportions at least equal to their respective populations within the community; emphasis on ethnic studies, developmental and tutorial programs; and non-punitive grading systems. (CA)

78.

ED 079 496 **VT 020 540**
Craig, John And Others
Outreach and Occupational Education in Colorado. A Study Conducted for the Colorado Commission on Higher Education by the Academy for Educational Development.
Academy for Educational Development, Inc., Palo Alto, Calif. Western Region.
Spons Agency—Colorado Commission on Higher Education, Denver.; Four Corners Regional Commission, Farmington, N. Mex.
Report No—FCRC-TA-221-200-024
Pub Date Sep 72
Note—130p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (COM-73-10374, MF $1.45, See catalog for hardcopy price)
Document Not Available from EDRS.
Descriptors—Adult Education, Community Colleges, Correctional Education, Correspondence Study, Educational Needs, *Extension Education, External Degree Programs, *Post Secondary Education, Program Evaluation, State Federal Aid, State Surveys, *Statewide Planning, *Vocational Education
Identifiers—*Colorado

The term "outreach" was chosen to describe the array of efforts to provide educational opportunities to those not now well served or not served at all by the post-secondary system. Some of these, such as extension and correspondence, are well-tested approaches. Many fall into the category of non-traditional schemes as external degree programs, universities without walls, and others yet unlabeled. The study was set up to determine how well the post-secondary and occupational education needs of the people of Colorado were being serviced by existing programs and how these services could be improved. Problems confronting institutions offering outreach and occupational programs are: (1) short-range procedures for coordination of off-campus programs during the immediate future, beginning with the 1972-73 academic year, and (2) long-range policies to serve needs over a span of a decade or more. In assessing outreach programs and opportunities the study examined the extent and potential of various non-traditional programs, with extension being the major existing form in Colorado. Recommendations for program structures, staffing, and other needs are presented along with results of interviews and surveys and tabular data on extension enrollments. (MF)

79.

ED 117 537 CE 006 239
[Colorado] State Plan for Career Education.
Colorado Commission on Higher Education, Denver.; Colorado State Board for Community Colleges and Occupational Education, Denver.; Colorado State Dept. of Education, Denver.
Pub Date May 73
Note—28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—Career Awareness, *Career Education, Career Exploration, Educational Planning, Elementary Secondary Education, Post Secondary Education, *Program Content, Program Development, *Program Planning, State Agencies, *State Programs, *Statewide Planning, Vocational Education
Identifiers—*Colorado Task Force for Career Education

The Colorado State Plan, a general framework within which local educational agencies may develop and implement a career education program, is presented. The first section of the document, outlining the State plan, contains an introduction, a policy statement, an overview of the plan, followed by discussion of the roles and organization of State agencies for career education, and of the career education concept, kindergarten through post-secondary levels. Described are the responsibilities of the Coordinating Councils (State and local), State Coordinator, and Intraagency Coordinators (Colorado Department of Education, State Board for Community Colleges and Occupational Education, and Colorado Commission on Higher Education). An organizational chart shows the relationships between these agencies. Student needs and the experiences to be offered during the career awareness, exploration, preparation, and specialization phases of the career education continuum are discussed. The second section contains the specific goals and State agency staffing data for career education in Colorado. The names of the statewide Task Force members and the document are appended. (Author/MS)

80.

ED 094 630 HE 005 749
Guidelines for Site Selection, Long-Range Facilities Master Planning, and Facilities Program Planning.
Colorado Commission on Higher Education, Denver.
Pub Date [74]
Note—162p.
EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE
Descriptors—*Campus Planning, Facility Expansion, Guidelines, *Higher Education, Master Plans, School Expansion, *Site Analysis, *Site Selection

This document contains a set of guidelines designed to assist officials and consultants of the state-supported universities, colleges, and community colleges in the appropriate procedures for selecting campus sites, in the preparation of long-range facilities plans for the development of their campuses, and in the program planning of specific facilities. On these pages, the authors have assembled data, criteria and standards that have previously appeared in Colorado Commission on Higher Education publications. To this, some newly generated guideline procedures and forms have been added. The purpose of this document is to provide guidance to institutional planners in carrying out master and program planning activities. Also, because institutional plans must be reviewed and approved by the Commission on Higher Education before they can be effected, the guidelines are intended to serve as a common basis for the communication on these matters between the institutions and the commission. Appendixes contain: planning criteria, definitions and abbreviation, state laws and policies relating to facilities development, and instructions and forms for completing physical plant inventory. (Author)

Connecticut

81.

ED 111 445 JC 750 463
Young, Raymond J. And Others
A Suggested Plan for Developing Connecticut's Regional Community College System. Report to the State Board of Trustees for Regional Community Colleges.
Little (Arthur D.), Inc., Cambridge, Mass.
Spons Agency—Connecticut State Board of Trustees for Regional Community Colleges, Hartford.
Pub Date Apr 70
Note—121p.
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Campus Planning, Community Colleges, Educational Facilities, Enrollment Projections, Evaluation Criteria, Facility Planning, *Junior Colleges, *Master Plans, Post Secondary Education, *Regional Planning, *School Location, Site Analysis, Tables (Data), *Technical Institutes
Identifiers—*Connecticut

The nature of the economy in Connecticut--its changing occupational structure and trends of population growth--and the changing pattern of higher education enrollments, particularly increasing enrollments in technical colleges and in relatively new regional community colleges, indicate the need for increased post-high school educational opportunities. Based on an analysis of employment and enrollment trends and community college objectives, this report presents guidelines for the future development of the regional community college system. Six models for providing college facilities and criteria for establishing new community colleges are detailed. Recommendations for new, expanded, or merged facilities are based on application of the criteria to each community college district. On the basis of first-hand acquaintance of the study team with topography, existing and planned road systems, and other accessibility factors, two areas of location for permanent community college facilities are recommended, and two proposed sites for which legislation has already been enacted are discouraged. An amalgamation of technical colleges with regional community colleges is recommended. Statistical studies of the present community college network, three alternative enrollment projection estimates, and maps are included. (Author/NHM)

82.

ED 074 904 HE 003 871
Transfer of Students Between Institutions and Programs. A Discussion Paper for the Master Plan for Higher Education in Connecticut.
Connecticut Commission for Higher Education, Hartford.
Pub Date Feb 73
Note—52p.; Resource group 6 report, document no. 14
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Colleges, *Higher Education, *Master Plans, *Statewide Planning, *Transfer Policy, *Transfer Students

This document presents a report of the resource group on a transfer of students among institutions and programs for the master plan of higher education in the state of Connecticut. The group attempts to isolate a category of transfer problems, those involving graduates from transfer curricula at regional community colleges, and to demonstrate that the transfer process in the selected category can be eased substantially. The recommendations are aimed specifically at removing the current barriers that impede smooth transition from a transfer curriculum at a community college to a baccalaureate program at a 4-year institution. The recommendations cover such basic problems as the assignment of credit earned in courses, admission priorities, and the quality of student services. (HS)

83.

ED 074 915 HE 003 883
Goals for the System of Higher Education; Role and Scope of Constituent Units; Number and Location of Institutional Units.
Connecticut Commission for Higher Education, Hartford.
Pub Date Feb 73
Note—131p.; Report of Resource Group 1, A Discussion Paper for the Master Plan for Higher Education in Connecticut
EDRS Price MF-$0.65 HC-$6.58
Descriptors—College Role, *Educational Objectives, Educational Philosophy, Governance, *Higher Education, *Master Plans, *Objectives, *Statewide Planning

This document presents the report of the resource group in charge of an analysis of the goals of higher education in the development of a master plan for higher education in the state of Connecticut. Specific areas that the group addressed include: (1) governance; (2) need for new technical colleges, community colleges, and four-year colleges; (3) state relationships with independent and proprietary colleges; (4) goals for higher education in Connecticut, and (5) the role and scope of the University of Connecticut, the state colleges, the community colleges, the technical colleges, and the private and proprietary colleges. (HS)

84.

ED 095 789 HE 005 864
Higher Education Annual Enrollment Survey, 1973.
Connecticut Commission for Higher Education, Hartford.
Pub Date Feb 74
Note—32p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Community Colleges, *Degrees (Titles), *Enrollment Trends, *Higher Education, Private Colleges, State Colleges, State Universities, *Student Enrollment, Surveys, *Undergraduate Study
Identifiers—*Connecticut

This report is the 8th annual survey of college enrollments in Connecticut as prepared by the Commission for Higher Education. Highlights indicate: (1) After decreasing rates of growth in total enrollment for the years 1970, 1971, and 1972, the percentage increase in fall 1973 over fall 1972 rose to 3.7%. (2) In the independent colleges, fulltime undergraduate enrollment increased from 28,008 to 28,525 or 1.9%. (3) In the publicly supported colleges, fulltime undergraduate enrollment increased from 47,447 to 48,015 or 1.2%. (4) The number of first-time, fulltime students increased from 7,737 to 7,908 or 2.2% in the independent colleges. (5) For the second year, fulltime enrollment in the regional community colleges decreased slightly down from 10,737, or 0.9%. (6) Degrees numbering 25,001 were granted in the year ending June 1973. This is an increase of 8.9% over those granted in 1972. (7) 49.9% of all degrees granted were earned by women. Last year (1972) the percentage for women was 41.4%. (8) 44.5% of the fulltime undergraduates in the independent colleges were Connecticut residents. In the public colleges 92.0% of the fulltime undergraduates were Connecticut residents. (MJM)

85.

ED 104 276 HE 006 401
Higher Education Annual Enrollment Survey, 1974.
Connecticut Commission for Higher Education, Hartford.
Pub Date 74
Note—26p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors—Community Colleges, Degrees (Titles), *Enrollment, *Enrollment Trends, *Higher Education, *State Colleges, *State Universities, Statistical Data
Identifiers—*Connecticut

Enrollment statistics for the state of Connecticut are presented. Highlights indicate: (1) Total enrollment in all colleges and universities in the state increased by 7.7 percent in fall 1974 over fall 1973, the largest percentage increase since 1970. (2) This increase in total enrollment

resulted almost entirely from an increase in the number of part-time students. (3) There was a slight decrease in full-time undergraduate enrollment in the four-year independent colleges and in state colleges. (4) After slight decreases in full-time enrollment for two years in the regional community colleges this category increased 6.8 percent in 1974 over 1973. (5) The largest increases occurred in part-time enrollment in the public two-year colleges; 33.0 percent in the regional community colleges and 2.1 percent in the technical colleges. (6) 26,825 degrees were awarded during the college year ended June 1974. (7) Women earned 44.6 percent of all degrees awarded. (MJM)

86.

ED 093 428 **JC 740 241**

Program Review Committee Report on Community Colleges in the State of Connecticut (and Summary).

Connecticut State General Assembly, Hartford. Program Review Committee.

Pub Date Jul 74

Note—146p.

Available from—George L. Schroeder, Director, Program Review Committee, Room 402, State Capitol, Hartford, Connecticut 06115

EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE

Descriptors—College Administration, *Community Colleges, Educational Legislation, Governance, Research Committees, *State Action, State Boards of Education, *Statewide Planning

Both the report of the Program Review Committee of the Connecticut General Assembly on the state's community colleges and a summary of that report are provided. The report of findings and recommendations for action were made following a 6-month study involving on-site visits to all 12 community colleges; interviews with all the college presidents, members of the governing bodies, faculty, students, and a few employers; a public hearing; and a review of community college literature. Chapters deal with the history of community colleges, governance of the state system, autonomy and expenditure controls, missions of regional community colleges, accomplishment of the mission, method of funding, open enrollment, faculty, health services, day care, facilities, and individual community colleges. A letter from the chairman of the governing board of the Connecticut community colleges, in response to the draft report, is appended. (KM)

87.

ED 115 339 **JC 760 014**

Financial Report of Board of Trustees of Regional Community Colleges of Connecticut. Fiscal Year Ended June 30, 1975.

Connecticut State Board of Trustees for Regional Community Colleges, Hartford.

Pub Date Dec 75

Note—102p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Bond Issues, Budgets, *Educational Finance, Expenditure Per Student, *Junior Colleges, *Operating Expenses, *Program Costs, *Resource Allocations, Student Enrollment, Student Loan Programs, Tables (Data)

Identifiers—*Connecticut

This compilation of tables, graphs, and charts is intended to serve as a source document for fiscal information on the community colleges in Connecticut and to provide guidance for the fiscal planning of college operations. Data covers the financial activities of state administered operating and capital accounts of all Connecticut community colleges, the Office of the Board, and the Central Naugatuck Valley Regional Higher Education Center. Part A includes various statistics for the system and for the individual colleges regarding student enrollment, contact hours, cost per student, and cost per contact hour, as well as expenditures for instruction, public service, academic support, student services, institutional support, and fixed charges. Part B reports income and expenditures for bookstore operations, laboratories and student services, athletic programs, and miscellaneous activities. Part C provides data on capital expenses and bond authorizations. Part D is a miscellaneous category including statements of lease expenditures and related costs, student aid grants, revenues deposited to the General Fund, National Direct Student Loan collections, Nursing Student Loan collections, student aid programs, vocational education funds provided, and the status of budgeted instructor positions. (DC)

88.

ED 125 720 **JC 760 396**

Personnel Policies, as Amended Through September 29, 1975.

Connecticut State Board of Trustees for Regional Community Colleges, Hartford.

Pub Date [75]

Note—50p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*College Faculty, Committees, Community Colleges, Counselors, *Junior Colleges, Librarians, *Personnel Policy, *Professional Personnel, Records (Forms), Teacher Dismissal, *Teacher Employment, Teacher Evaluation, Teacher Promotion, Teacher Qualifications, Tenure

Identifiers—*Connecticut

This is the complete text of the personnel policies currently in effect in the Connecticut Regional Community Colleges that apply to full-time unclassified professional staff members serving on standard and tenured appointments, including teaching faculty, administrators, and non-teaching faculty (librarians, counselors, and others). In addition to several general provisions and definitions of the terms used in the text, it includes details on: (1) maintenance of records, (2) professional staff committees, (3) minimum qualifications for professional staff members, (4) evaluation of professional staff, (5) dismissal, suspension, or separation of professional staff members, (6) renewal or nonrenewal of standard appointments, (7) retirement, (8) teacher transfer, (9) tenure and promotion, (10) duties of the professional staff and of the teaching faculty, (11) additional employment and summer session, (12) leaves of absence, and (13) reimbursement of tuition and expenses at other colleges for professional staff members. (DC)

89.

ED 122 903 **JC 760 289**

Elterich, Kenneth

Follow-Up Study of June 1975 Graduates. Connecticut Regional Community Colleges.

Connecticut State Board of Trustees for Regional Community Colleges, Hartford.

Pub Date May 76

Note—33p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Aspiration, Community Colleges, *Followup Studies, *Graduate Surveys, *Junior Colleges, Junior College Students, Occupational Aspiration, Participant Satisfaction, *State Surveys, Student Attitudes, *Student Characteristics

Identifiers—*Connecticut Regional Community Colleges

In order to determine the biographical characteristics of Connecticut community college graduates, to identify their educational and career objectives and experience, and to investigate the attitudes of graduates toward their community college experience, a survey instrument was designed and administered to 2,911 June 1975 graduates in transfer, occupational, or general curricula. In all, 1,405 graduates responded (48 percent). The age distribution and enrollment status of the respondents indicated that the colleges are serving a diversity of students. The graduates' initial reason for enrolling varied from obtaining a degree and transferring, to job retaining. Nearly 10 percent indicated that they had originally planned to take only a few courses of interest, but instead had remained to complete their degree requirements. About 75 percent were currently employed, most of these were employed full-time, and 60 percent were employed in jobs related to their community college programs. Job satisfaction was rated superior or good by nearly half of the respondents. Half of the respondents indicated that they had transferred to a senior institution. Overall, the graduates had a very favorable attitude toward their community college education. The survey instrument is appended. (Author/NHM)

90.

ED 135 415 **JC 770 144**

Long, James J.

Financial Report, Fiscal Year Ended June 30, 1976.

Connecticut State Board of Trustees for Regional Community Colleges, Hartford.

Pub Date Jan 77

Note—154p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annual Reports, *Capital Outlay (for Fixed Assets), Community Colleges, *Educational Finance, Enrollment, *Expenditures, *Junior Colleges, Operating Expenses, Program Costs, Resource Allocations, State Aid, Student Costs, Student Loan Programs, *Tuition, Unit Costs

Identifiers—*Connecticut

Using the Western Interstate Commission on Higher Education program classification structure, this document reports fiscal year 1975-76 financial data for Connecticut's regional community colleges. Four major sections comprise this report: (1) Part A--general fund statements, including summaries of general fund expenditures by function, unit costs per full-time student and student contact hour, system costs by program and sub-program, and schedules of expenditure by institution; (2) Part B--special fund statements relating to activities financed by student fees, receipts of bookstore and other college activities, gifts, state and federal grants, and donations; (3) Part C--statements concerning capital fund activities reflective of each legislative authorization, including bond authorizations of each legislative session from 1965 through 1976 and general fund appropriations for capital improvements authorized by the 1973 and 1974 legislature; and (4) Part D--miscellaneous statements, including lease expenditures, state student aid grants, enrollments and tuition/fee revenues, repayments and delinquencies on federal student loans, budgeted faculty positions, and a schedule of student tuition and fees. All data are reported in tabular form. (JDS)

Delaware

91.

ED 019 960 **JC 680 208**

DELAWARE TECHNICAL AND COMMUNITY COLLEGES, FIRST REPORT BY THE BOARD OF TRUSTEES.

DELAWARE INSTITUTE OF TECHNOLOGY, DOVER

PUB DATE 27 DEC 66

EDRS PRICE MF-$0.25 HC-$1.64 39P.

DESCRIPTORS— *EDUCATIONAL LEGISLATION, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, COMMUNITY COLLEGES, DELAWARE, POST SECONDARY EDUCATION, STATE LAWS,

FOLLOWING LEGISLATION TO ESTABLISH THE DELAWARE INSTITUTE OF TECHNOLOGY (LATER CALLED THE DELAWARE TECHNICAL AND COMMUNITY COLLEGE), A BOARD OF TRUSTEES WAS COMMISSIONED (AUGUST 1966) TO PRESENT A REPORT AND RECOMMENDATIONS TO THE LEGISLATURE BY JANUARY 1967. AFTER EXAMINING TWO CONSULTANT REPORTS, STUDIES MADE BY THE UNIVERSITY OF DELAWARE, BY THE STATE DEPARTMENT OF PUBLIC INSTRUCTION, AND BY BOARDS OF VARIOUS OUT-OF-STATE TECHNICAL AND COMMUNITY COLLEGES, THE BOARD CONCLUDED THAT THE STATE NEEDED A SYSTEM OF 2-YEAR, OPEN-DOOR, COMPREHENSIVE, COMMUNITY COLLEGES. THE SYSTEM SHOULD PROVIDE EDUCATIONAL PROGRAMS FOR (1) SEMIPROFESSIONAL EMPLOYMENT (BUSINESS, ENGINEERING, HEALTH, AND SPECIAL SERVICES), (2) TRANSFER COURSES, AND (3) GENERAL EDUCATION. IT SHOULD ALSO OFFER SUPPORTING PROGRAMS SUCH AS (1) CAREER AND PERSONAL GUIDANCE, (2) DEVELOPMENTAL (REMEDIAL) COURSES, AND (3) COMMUNITY SERVICES. THE FACILITIES MUST BE WITHIN COMMUTING DISTANCE OF THE CITIZENS AND BE RESPONSIVE TO THE STATEWIDE NEEDS OF COMMERCE, INDUSTRY, AND GOVERNMENT. THE REPORT ALSO LISTS IN DETAIL OTHER IMMEDIATE AND FUTURE

REQUIREMENTS, LAYS OUT THE PLAN OF ACTION, PRESENTS CAPITAL AND OPERATING BUDGETS, AND GIVES THE REASONS BEHIND ALL DECISIONS AND RECOMMENDATIONS. (HH)

Florida

92.

ED 041 585 **JC 700 196**

A Pilot Study Related to Identification, Placement, and Curriculum Development for Academically Underprepared Students in Florida Junior Colleges.

Florida State Dept. of Education, Tallahassee. Task Force on Testing.

Pub Date Aug 69

Note—32p.; NDEA Special Project Number 03-68-74-18

EDRS Price MF-$0.25 HC-$1.70

Descriptors—*Achievement Tests, *Compensatory Education, Educational Research, Emotionally Disturbed Children, *Junior Colleges, *Learning Disabilities, Remedial Programs, *Underachievers

Identifiers—*Florida, Minnesota Multiphasic Personality Inventory, Spache Diagnostic Reading Test, Wechsler Adult Intelligence Scale

This study investigated the limitation of using only achievement test batteries to identify and place academically underprepared students, and suggests curriculum innovations to deal more adequately with the problem. Ninety students at Daytona Beach and Santa Fe junior colleges provided data by completing a series of physical, psychological, and achievement tests. These students were grouped according to their performance on the Florida Twelfth Grade Test, an achievement test often used by state junior colleges to determine student needs for compensatory education. Collectively, these tests led to the identification of the academically unprepared students' characteristics, and indicated that--based on IQ, personality profile, and socioeconomic status variations--this group of students was far from homogeneous. The significant differences in IQ (measured by the Wechsler Adult Intelligence Scale), and the similarity in range of intellect among both high and low scoring groups on the achievement test lend support to the notion that some students relegated to remedial groups do in fact have the intellectual ability to handle college work. Results of the Minnesota Multiphasic Personality Inventory, however, indicate that some students who possess the IQ nevertheless score poorly on the achievement tests because they are to some degree emotionally disturbed. Physical conditions (as determined by eye, ear, and blood tests) did not reveal differences on which to base new approaches. (JO)

93.

ED 055 738 **RE 003 832**

The Florida Right-to-Read Effort.

Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.

Pub Date 12 Feb 71

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Role, Community Action, Community Colleges, Program Administration, *Reading Programs, *School Community Programs, *State Departments of Education, *State Programs, State School District Relationship

Identifiers—*Right to Read

The right-to-read effort in Florida is a statewide program to encourage and expand the teaching and learning of reading on all educational levels. The program depends on the coordination of state-level activities with activities of local school districts, colleges, and universities. State-level activities include program development, assessment, management of funds, personnel training, and preparation and distribution of reports on local right-to-read programs. Local school activities include identification of people willing to participate in right-to-read programs and identification of training and resource needs in the community. College activities include providing descriptions of reading programs, preparing and training reading teachers, assisting local school districts, and evaluating reading deficiencies of entering students. A tentative list of reports to be issued by the Florida Department of Education is included. (AL)

94.

ED 066 127 **HE 003 293**

Characteristics of College Students, Entering Freshmen and Transfer Undergraduates. Junior College Survey, Fall 1971.

Florida State Board of Regents, Tallahassee.; Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Pub Date May 72

Note—352p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—College Students, Community Colleges, *Educational Research, *Higher Education, *Institutional Research, *Junior Colleges, *Student Characteristics

In the fall of 1971, a survey instrument calling for respondents to give basic data about themselves (race, sex, age), to indicate their educational status (class in college), to report their long-range educational plans, and to give other related information was administered to entering students in the public junior colleges and community colleges throughout Florida. A copy of a printout of the survey results for each of the participating 2-year institutions was forwarded to the institutions in early 197[illegible]. Following the dissemination of the printouts, questionnaire responses for the total number of respondents in the participating institutions were analyzed according to sex, race, age, and other factors. This volume contains these analyses. (Author/HS)

95.

ED 067 978 **HE 003 390**

Social Work Education Project. Final Report.

Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.; State Univ. System of Florida, Tallahassee.

Spons Agency—Florida State Dept. of Health and Rehabilitative Services, Tallahassee.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Jun 72

Note—137p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Community Colleges, *Curriculum Development, *Higher Education, Professional Education, Social Welfare, *Social Work, *Statewide Planning

The social work education project is one of several statewide educational planning efforts in Florida designed to link the community college system with the University system and improve the ability of higher education to respond to the manpower needs in social work. The project developed a planning structure designed to evaluate curriculum development and program expansion in Florida. It also delineated educational goals for the different levels of education including the community college, 4-year college, and graduate program. In addition it postulated basic components of a curriculum for all institutions offering associate and baccalaureate degrees in the area of human services and social welfare. Work was also begun in the area of manpower utilization and human services. (Author/CS)

96.

ED 073 758 **JC 730 065**

Bender, Louis W. And Others

First-Level Management: Legal Implications and Responsibilities for Selection and Retention of Faculty.

Florida State Univ., Tallahassee. Dept. of Higher Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Pub Date Feb 73

Note—62p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Guides, Administrator Role, Community Colleges, Contracts, Department Directors (School), *Faculty Evaluation, Inservice Education, *Legal Responsibility, Post Secondary Education, *Teacher Dismissal, Teacher Employment, *Teacher Selection

This collection of articles on the legal aspects of the selection and retention of faculty is intended for department or division chairmen, described as first-level management, in community colleges. The four articles are: (1) "The Changing Role of Division/Department Chairmen: Pivotal for the Community College" by Louis W. Bender; (2) "A Legal Framework for Faculty Selection, Evaluation, and Retention" by Harold H. Kastner; (3) "Legal Considerations in the Selection and Termination Stages of Employment: Challenge for Department/Division Chairmen" by Charles E. Miner, Jr.; and (4) "An In-Service Training Program for Division/Department Chairmen" by Robert L. Breuder. Notes on the authors are included. (KM)

97.

ED 085 046 **JC 730 283**

Planning, Programming, and Budgeting System Procedures Manual.

Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Pub Date May 73

Note—141p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Community Colleges, Educational Objectives, *Educational Planning, Manuals, *Program Budgeting, Program Evaluation, *Program Planning, Statewide Planning, *Systems Development

Identifiers—Florida, *Planning Programming Budgeting Systems, PPBS

PPBS is a system which integrates the functions of planning, programming, budgeting and evaluation. The PPB System is designed so that there is a logical sequence to these functions and their interrelationships are explicitly defined. The most outstanding feature of PPBS is the necessity of focusing very sharply on what should be accomplished by an organization. This manual includes the uniform program structure, descriptive information, procedures, and definitions which each community college in Florida will use to develop its program planning and budgeting systems. It also specifies the information which must be reported so that a comprehensive plan for the system of community colleges can be developed. The manual is intended to be used as a broad framework for the development of a college PPBS. Following an introduction defining the need for a new system, purpose of the manual, and the goals and major components of the PPBS, these topics are discussed: (1) the community college program structure--rationale, use, organization, coding, and two perspectives needed to plan the instruction program; (2) program descriptors--difinition and use, categories used for planning and reporting, and program descriptors used for planning and reporting; (3) the program plan and budget--purpose, the planning cycle schedule, the program budget, and the program plans; and (4) glossary of PPBS terminology. (Author/KM)

98.

ED 082 643 **HE 004 669**

The State Articulation Coordinating Committee Interpretations and Annotations of the Articulation Agreement Between the State Universities and the Public Community Junior Colleges of Florida, September, 1971 to April, 1973.

Florida State Dept. of Education, Tallahassee.

Pub Date 30 Jun 73

Note—46p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Articulation (Program), Community Colleges, *Higher Education, *Junior Colleges, Statewide Planning, *Transfer Policy, Transfers, Undergraduate Study, *Upper Division Colleges

During the six-year period from 1963 to 1969, the number of community college students transferring to upper division study in the state university system of Florida increased from 1,933 to 6,694. In the near future it is likely that more than half of the students enrolled in the upper division of the state universities will have a community college origin. This changing student mix at the upper division level of state universities has intensified problems of articulation that remain unsolved. This document provides an annotation of the articulation agreement of 1971 that provides a basic framework within which students who complete programs under specified conditions are assured of the acceptance of their work as they transfer to state universities in Florida. The contents include: definition of the associate of arts degree; responsibility for general education requirements; pre-professional course responsibility; admission to upper division programs that are competitive due to space or fiscal limitation; other associate degrees and certificates; publication of upper division requirements; statement of lower division prerequisite requirements; standard transcript form, and experimental programs. Appendices include statements regarding admission of junior college transfer students to quota controlled college, common transcript form, and task force guidelines. (Author/PG)

99.

ED 090 850 HE 005 448

The State Articulation Coordinating Committee Interpretations and Annotations of the Articulation Agreement Between the State Universities and the Public Community Junior Colleges of Florida September, 1971 to February, 1974.

Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.; State Univ. System of Florida, Tallahassee.

Pub Date 1 May 74

Note—50p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Admission Criteria, *Articulation (Program), Community Colleges, *Higher Education, *Interinstitutional Cooperation, Junior Colleges, *Program Coordination, Universities

This document provides an annotation of the articulation agreement between the State Universities and the Public Community Junior Colleges of Florida. Sections cover: general education, definition of associate of arts degree, responsibility for general education requirements, preprofessional course responsibility, admission to upper division programs that are competitive due to space or fiscal limitations, other association degrees and certificates, publication of upper division requirements, statement of lower division prerequisite requirements, standard transcript form, experimental programs, and articulation coordinating committee. (MJM)

100.

ED 100 440 JC 750 069

Guidelines for Placement Services, Follow-Up Studies, Dropout Studies in Florida Community Colleges.

Florida State Dept. of Education. Tallahassee. Div. of Community Junior Colleges.

Pub Date Jun 74

Note—21p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Dropout Identification, Dropout Research, Dropouts, Educational Objectives, *Followup Studies, *Guidelines, *Job Placement, *Junior Colleges, Program Effectiveness, *Program Evaluation, Student Personnel Services

Identifiers—*Florida

Regulations of the Florida State Board of Education require that each community college district board of trustees provide placement services and maintain followup studies. This document provides the guidelines for these activities. Each college shall designate an officer who shall be responsible for providing placement services and for maintaining placement statistics. Services shall be made available for 3 years to every student who completes a certificate or degree program, and on a one-time basis for students who leave school having completed two terms as a full-time student. In order to ascertain the effectiveness of programs, followup studies shall: (1) identify program goals and objectives; (2) devise and utilize assessment instruments and procedures; (3) draw conclusions relative to the adequacy of program goals and objectives and make changes as are appropriate; and (4) draw conclusions relative to the effectiveness of the several components of the programs, including support programs, in meeting goals and objectives and make such changes as are appropriate. Reports shall also be made to the board concerning students who have declared their educational objectives and leave prior to their attainment. Report writing guidelines and questionnaire forms are appended. (Author/MJK)

101.

ED 116 720 JC 760 038

Catalog of Exemplary Practices.

Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Pub Date Sep 74

Note—114p.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Descriptors—Community Service Programs, *Course Descriptions, *Educational Innovation, Educational Resources, *Instructional Innovation, Instructional Programs, Interinstitutional Cooperation, *Junior Colleges, *Program Descriptions, State Surveys, Student Personnel Programs

Identifiers—*Florida

This catalog was developed as a means of communicating innovative and imaginative programs and practices among the 28 community colleges in the state of Florida. Each institution submitted information on programs and practices which they have successfully used and which they feel might serve as a pattern for other institutions. Types of innovative programs and practices were broken down according to five categories: instruction, public service, academic support, student support, and institutional support. Each entry consists of a title, a brief description, and a contact person, college and phone number. Well over 200 entries are included in the catalog. Detailed information on an entry may be obtained from the contact person for that entry. Institutional addresses are appended. (Author/NHM)

102.

ED 116 722 95 JC 760 040

Gibson, Juanita M. And Others

Report of the Florida Public Community College Equal Access/Equal Opportunity Consulting Team.

Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Pub Date Sep 74

Note—205p.

EDRS Price MF-$0.76 HC-$10.78 Plus Postage

Descriptors—*Affirmative Action, Civil Rights, College Environment, *College Integration, Court Litigation, Data Collection, Delivery Systems, Educational Alternatives, *Equal Education, Equal Opportunities (Jobs), Group Intelligence Tests, *Junior Colleges, *Minority Groups, Minority Group Teachers, Negroes, Recruitment, School Holding Power

Identifiers—Civil Rights Act 1964 Title IV, *Florida

This report presents the findings and recommendations of a consulting team dedicated to helping the Florida Division of Community Colleges achieve its goal of enrolling and employing Blacks and other minorities in approximate proportion to the 18- to 64-year-old population of the State by 1980. This report includes: (1) a detailed description of a data system designed to collect the information on attrition and retention needed to monitor progress toward this goal; (2) a discussion of methods of developing alternative instructional delivery systems for ensuring successful learning by minority students; (3) a review of testing as a screening and diagnostic device, accompanied by recommendations that group or standardized tests yielding IQ scores be discontinued for use in the community colleges of Florida and that student advisors be urged to utilize other tools to assess student potential; (4) discussions of the elements of an optimum human relations atmosphere at community colleges and methods of improving campus life and career awareness for minority students; (5) descriptions of methods of recruiting and retaining minority faculty, professional staff, and students; and (6) a review of court cases relating to Title IV of the Civil Rights Act of 1964 and their implications for Florida's community colleges. (DC)

103.

ED 111 472 JC 750 494

Jackson, William H. Scott, Roland J.

The Development and Evaluation of Multi-Media Materials to Present Information about Vocational and Technical Education to Specific Target Groups.

Central Florida Community Coll., Ocala.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date 30 Jun 75

Note—82p.

EDRS Price MF-$0.76 HC-$4.43 Plus Postage

Descriptors—Audiences, Black Community, Caucasians, Costs, *Information Dissemination, Junior Colleges, *Low Income Groups, *Mass Media, Media Research, Minority Groups, News Media, Newspapers, *Publicize, Public Relations, Questionnaires, Surveys, Technical Education, Television Commercials, *Vocational Education

Vocational and technical education can provide economic mobility for individuals as well as economic development for communities. However, the literature and the results of this study indicate that the persons who could profit most from vocational education programs, those in lower status groups, know very little about such programs. A five percent sample of persons in the service area of Central Florida Community College was drawn from the telephone directory; 120 listings were chosen from each of five residential areas: high-income white, middle-income white, low-income white, middle-income black, and low-income black. A telephone survey was then conducted to determine two factors: (1) the number of persons in income/racial groups at each information level, in regard to vocational education programs; (2) patterns of media use within the income/racial groups. These media use patterns were used to design and implement an information dissemination campaign. A follow-up telephone survey showed a significant positive change in numbers of persons at the various information levels for low-income white and black groups. The sum of the percentage of increase for each information level was 23.6. Thus, 12,500 low-income whites and blacks had increased levels of information. Survey questionnaires are appended, along with sample media materials and comparative costs of media time or space. (NHM)

104.

ED 131 874 JC 760 634

Parnell, Walter A., Jr.

Services to Explore the Feasibility of Defining Performance Outcomes of AA Degrees. Report to State of Florida Department of Education on DOE Project 740-190.

Lake City Community Coll., Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Grant—DOE-740-190

Note—23p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Associate Degrees, *Behavioral Objectives, Community Colleges, Educational Objectives, *Junior Colleges, *Performance Based Education, *Performance Criteria

Members of a task force from Lake City Community College met with task force members from the University of North Florida in order to examine the feasibility of defining performance outcomes for the Associate of Arts degree. Subsequently, a list of outcomes was formulated. Listed herein are fundamental qualities desired for all Associate of Arts graduates, each measurable against specified minimum standards. The performance outcomes are grouped in 10 areas of competency: (1) logical thinking; (2) communications skills; (3) reading; (4) writing; (5) computational skills; (6) physical, biological, and social science skills; (7) competencies in literature, philosophy, history, and religion; (8) knowledge of the physical and psychological self, and the self in social context; (9) an understanding of personal and cultural values; and (10) applied aesthetic skills. Additional competencies for the student having a declared major or clear career objective include achievement of a 3.0 grade point average and development of library research skills. Preparation of term papers and projects using library skills and other related competencies are suggested as is independent reading in anticipation of university courses. (Author/JDS)

105.

ED 116 719 JC 760 037

Performance Expectations for Responsible Community College Trustees.

Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Pub Date Jul 75

Note—31p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Ethics, *Junior Colleges, Leadership Responsibility, *Orientation Materials, *Performance Criteria, *Self Evaluation, State Standards, *Trustees

Identifiers—*Florida

In an effort to improve the quality of trustee selection and participation in the public community colleges of Florida, a "Special Ethics Committee" was established to develop performance guidelines for trustees. This pamphlet is comprised of four documents. The "Code of Ethics" and "Expectations of an Effective Trustee" are to be given to each potential trustee prior to his acceptance. The "Trustee Performance Standards" and "Trustee Self-Evaluation Form" are to be provided after the individual accepts his appointment. Appended information includes: (1) descriptions of the responsibilities of community college trustees and presidents as defined by the State Board of Education regulations; (2) descriptions of the responsibilities of community college trustees as defined by the Florida statutes; and (3) an index to the State Board of Education regulations and Florida statutes pertinent to trustee functions. All four documents, and the appended information, are intended as useful tools to trustees as they carry out their responsibilities. This material is also recommended for use in trustee in-service training. (Author/DC)

106.

ED 133 023 JC 770 064
Student Goals Catalog and Handbook for Utilization.
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Pub Date Sep 76
Note—43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Community Colleges, *Educational Objectives, Information Utilization, Junior Colleges, *Junior College Students, Measurement Instruments, *Objectives, *Questionnaires, Research Tools, *Student Characteristics, Student Interests
Identifiers—Student Goals Inventory

A Student Goals Inventory (SGI) for use in the community college was developed by a committee of Florida community college personnel. Six general goal categories were identified: career development, personal development, social development, academic development, cultural development, and community development. From six to seventeen goals are subsumed under each category, with goals in one category not necessarily exclusive of those in another category. The purpose of the SGI is not to provide conclusive data regarding student goals, but rather to provide information so that trends might be identified. Information derived from the SGI may be utilized in a number of ways for a variety of purposes. Examples of such use are presented in the areas of counseling, program development and evaluation, and accountability. Tabulated data resulting from a pilot-testing of the SGI on 848 students in six Florida community colleges and tabulated data resulting from an administration to 302 students of a shorter version of the SGI which includes biographical questions are appended. The SGI is designed to be flexible in order that it might be adapted by institutions for their specific purposes. (JDS)

107.

ED 087 503 JC 740 068
Articulation Study Report 1973.
Florida State Dept. of Education, Tallahassee.
Pub Date [73]
Note—85p.
Available from—Textbook Services, 317 Knott Building, Tallahassee, Florida 32304 ($.75 postpaid)
EDRS Price MF-$0.65 HC-$3.29

108.

ED 116 721 JC 760 039
Nickens, John M. And Others
Articulation.
Florida Community Junior Coll. Inter-institutional Research Council, Gainesville.; Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Pub Date Apr 75
Note—61p.; For a related document, see ED 087 503
EDRS Price MF-$0.76 HC-$3.32 Plus Postage

109.

ED 125 693 JC 760 368
Articulation.
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Pub Date Jun 76
Note—32p.; For related documents see ED 087 503 and 116 721
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Age, *Articulation (Program), College Majors, Community Colleges, Females, Grade Point Average, *Junior Colleges, Males, Racial Distribution, *State Universities, *Student Characteristics, *Transfer Students
Identifiers—*Florida

This report was designed to provide information on the progress of students who had transferred from one of the 28 public community colleges in Florida and who were enrolled in one of the nine universities of the Florida State University System (SUS) for at least one quarter hour of credit in fall 1974. All data were taken from SUS files. Summary information is presented in tabular form with minimum comment. Data are broken down by (1) sex and university, (2) race and university, (3) age and university, (4) date of entry into the university, (5) quarter hours of credit transferred by the university, (6) cumulative quarter hours of credit earned toward the degree, (7) county of residence and university, (8) community college of origin and university, (9) cumulative grade point average (GPA) earned at the university, and (10) college major and university. Also included are a table illustrating a comparison of the fall 1974 GPA attained at the university by those transferring prior to earning 90 quarter hours and those transferring after earning 90 quarter hours or more, and a table showing the mean cumulative GPA attained at the university by community college of origin and university. (DC)

110.

ED 061 937 JC 720 110
Report for Florida's Public Community Colleges, 1970-71.
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Pub Date Mar 72
Note—87p.
EDRS Price MF-$0.65 HC-$3.29

111.

ED 116 718 JC 760 036
Report for Public Community Colleges, 1971-1972.
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Pub Date [72]
Note—82p.; Some pages may reproduce poorly
EDRS Price MF-$0.76 HC-$4.43 Plus Postage

112.

ED 101 777 JC 750 130
Report for Public Community Colleges, 1972-73.
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Note—89p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

113.

ED 104 461 JC 750 248
Report for Public Community Colleges, 1973-74.
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Pub Date Mar 75
Note—97p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

114.

ED 121 383 JC 760 225
Report for Public Community Colleges, 1974-75.
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Pub Date Mar 76
Note—98p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage

115.

ED 135 430 JC 770 159
Report for Florida Community Colleges, 1975-76.
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Pub Date Feb 77
Note—167p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Administrative Personnel, Articulation (Program), Community Colleges, Costs, *Educational Finance, *Enrollment Trends, Expenditures, Instructional Programs, *Junior Colleges, State Aid, State School District Relationship, Statistical Data, *Statistical Surveys, Teacher Salaries, Vocational Education
Identifiers—*Florida

This report is intended to provide information with which to answer those questions about Florida's community colleges most frequently asked by members of the legislature, state agencies, external agencies, citizens, administrators, faculty members, and students. Introductory sections describe the history, goals and philosophy, and organization of the Florida public community college system. In addition, material on financial support, articulation, and legislative regulations on the establishment of occupational, vocational, and general adult education programs is presented. Appended are 23 tables of data which make up the bulk of the document. These include: opening and end of term headcount enrollment by class, program, and first-time or transfer status; annual FTE (full-time equivalent) enrollment by term and discipline; occupational program enrollments; headcount enrollments in apprenticeship, developmental, and community services programs; semester hours attempted and earned; occupational program inventory; degrees and other awards; annual salaries for instructional, administrative, and other personnel; revenues and expenditures for the General and Restricted Current Funds; full cost summary per FTE; and direct cost of instruction per FTE by program. (JDS)

116.

ED 061 936 JC 720 109
Staff and Program Development in Florida's Community Junior Colleges, 1969-70, 1970-71.
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Pub Date Mar 72
Note—166p.
EDRS Price MF-$0.65 HC-$6.58

117.

ED 078 813 JC 730 150
Staff and Program Development in Florida's Public Community Colleges, 1971-1972.
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Pub Date Mar 73
Note—60p.
Available from—Department of Education, Textbook Services, Tallahassee, Florida 32304, prepayment of $.50 each
EDRS Price MF-$0.65 HC-$3.29

118.

ED 088 550 JC 740 104
Staff and Program Development in Florida's Public Community Colleges, 1972-73.
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Pub Date Feb 74
Note—63p.
Available from—Textbook Services, 317 Knott Building, Tallahassee, Florida, at $0.41 per copy
EDRS Price MF-$0.75 HC-$3.15

119.

ED 122 886 JC 760 272
Staff and Program Development in Florida's Public Community Colleges, 1974-75.
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Pub Date Apr 76
Note—80p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors—Community Colleges, Guidelines, Instructional Improvement, *Junior Colleges, *Program Development, *Program Improvement, Records (Forms), *Resource Allocations, *Staff Improvement, State Surveys
Identifiers—*Florida

This document provides 1974-75 guidelines for staff and program development in Florida's 28 public community colleges, and reproduces the forms used in the administration of such programs. Staff development includes the improvement of competency of all personnel employed by the colleges. Program development includes the improvement of existing offerings as well as designing new programs. Program categories considered are: instructional, organized research, public service, academic support, student support, institutional support, and physical plant operation and maintenance. The staff and program development projects at each institution are summarized, the program and functional area served and the amount spent on these activities are identified, and the various development projects are evaluated. An analysis of the programs according to resource allocations and expenditures concludes the report. Project information is presented in tabular form. (NHM)

Georgia

120.

ED 034 533 JC 690 383

University System Core Curriculum Summary Statement.

University System of Georgia, Atlanta.

Pub Date 69

Note—13p.

EDRS Price MF-$0.25 HC-$0.75

Descriptors—*Articulation (Program), *Credits, *Junior Colleges, *State Programs, *Transfer Programs

Identifiers—Georgia

A Committee on Transfer of Credits was asked to (1) identify courses numbered and classified at different levels by various units of the University System and to recommend at what level they should be accepted for transfer; (2) analyze lower division courses prerequisite to a bachelor's degree and, where they differed, to suggest ways to ease transfer of credit among all units. The second task resulted in development of a core curriculum, whose absence had been a great problem for the junior colleges. All units submitted examples of their own transfer problems. The Committee also studied catalogs, matching hypothetical cases to different requirements, and received recommendations from academic committees. Most schools were found to require courses in the humanities, natural science, mathematics, a laboratory science, social science, and introductory work in the student's major. While establishing this core curriculum, the Committee tried also to (1) preserve the school's right to its own curriculum development and experimentation and (2) allow students to change or delay choice of their major. When the lower-division subject areas, quarterly course loads, credit hours, exceptions, provisions for revision, etc. were determined, each member unit was asked to develop its programs accordingly. A committee, mostly of registrars, worked out details of implementing the new articulation procedures, including counseling students that certain 4-year programs require specialized courses at the junior college level. (HH)

Hawaii

121.

ED 012 601 JC 660 349

KOSAKI, RICHARD H.

FEASIBILITY OF COMMUNITY COLLEGES IN HAWAII.

HAWAII UNIV., HONOLULU

PUB DATE 64

EDRS PRICE MF-$0.50 HC-$4.60 115P.

DESCRIPTORS *COLLEGE PLANNING, *FEASIBILITY STUDIES, *GOVERNANCE, *JUNIOR COLLEGES, *STATE PROGRAMS, COMMUNITY COLLEGES, COMMUNITY STUDY, EDUCATIONAL FINANCE, ENROLLMENT PROJECTIONS, FACILITIES, HAWAII, HONOLULU, SCHOOL CONSTRUCTION, SCHOOL LOCATION,

POPULATION GROWTH, ECONOMIC FACTORS, AND EDUCATIONAL NEEDS PROVIDE JUSTIFICATION FOR A COMMUNITY COLLEGE SYSTEM AS THE MOST EFFECTIVE MEANS OF MEETING HAWAII'S NEEDS IN POSTSECONDARY EDUCATION. THE COORDINATED COMMUNITY COLLEGE SYSTEM WILL ATTEMPT TO MEET NEEDS ON A STATEWIDE RATHER THAN ON A LOCAL BASIS. ALTHOUGH FINANCED FROM STATE SOURCES AND UNDER THE DIRECTION OF A STATE-LEVEL BOARD, THE COLLEGES WILL NOT ALL BE ALIKE, ESPECIALLY IN TERMS OF NUMBER AND VARIETY OF PROGRAMS. ADMINISTRATIVELY, THE SYSTEM SHOULD BE PLACED UNDER THE BOARD OF REGENTS OF THE UNIVERSITY OF HAWAII. TWO ALTERNATIVES ARE GIVEN--SUPERVISION BY THE STATE BOARD OF EDUCATION OR BY A NEWLY CREATED BOARD FOR COMMUNITY COLLEGES. PUBLIC TECHNICAL SCHOOLS SHOULD BE CONVERTED INTO COMMUNITY COLLEGES. A COMPREHENSIVE CURRICULUM WILL OFFER TRANSFER, TECHNICAL-VOCATIONAL, CONTINUING, AND GENERAL EDUCATION PROGRAMS. IDEALLY, THE COMMUNITY COLLEGE SHOULD BE TUITION-FREE. HOWEVER, IN VIEW OF THE STATE'S ECONOMY AND THE COSTS OF ESTABLISHING COMMUNITY COLLEGES, INITIAL TUITION WILL BE SET AT $130 A YEAR. DETAILED STATISTICAL INFORMATION IS PROVIDED. (HS)

122.

ED 023 793 VT 002 525

Harris, Norman C.

Curriculum Development for Hawaii's Colleges with Emphasis on Occupational Education.

Hawaii Univ., Honolulu. Community College System.

Pub Date Jan 65

Note–113p.

EDRS Price MF-$0.50 HC-$5.75

Descriptors–Admission Criteria, *Community Colleges, Curriculum Planning, Educational Facilities, Educational Finance, Faculty Recruitment, *Program Administration, Program Development, *Program Guides, *Program Planning, Student Personnel Services, *Vocational Education

Identifiers–Hawaii

In 1964 the state enacted a Community College Act which established a statewide system of several community college campuses under the administration of the University of Hawaii Board of Regents. The community colleges, varying in size and program emphasis, are intended to be comprehensive in nature with a nucleus of college transfer and occupational programs. This report of a study by a consultant is to be used to establish guidelines for the development of occupational education programs. Skilled manpower, suggested educational programs, occupational education curriculum, student services, administration and staffing, facilities, and finance are discussed. Some of the recommendations were: (1) Establish a system of "open-door" comprehensive community colleges to expand educational opportunity throughout the state, (2) Use high-level advisory committees at a statewide level, (3) Adopt an over-all planning scheme on a "systems analysis" approach, (4) Provide for equal emphasis on occupational education and college-parallel education and be sure each administrator is in accord with this philosophy, (5) Conduct community surveys in each county before phasing into community college operation, (6) Strive to obtain a reasonable balance between local persons and persons from the mainland in the staffs, and (7) Keep the tuition as low as possible. (MM)

123.

ED 025 907 EF 002 200

Mogi, Hitoshi

General Guide for Community College System Physical Planning. 2nd Printing.

Hawaii Univ., Honolulu. Community College System.

Pub Date 66

Note—27p.

EDRS Price MF-$0.25 HC-$1.45

Descriptors—Architectural Programing, *Campus Planning, *Community Colleges, Construction Programs, Consultants, Developmental Programs, *Educational Objectives, *Facility Guidelines, *Master Plans, Physical Environment, Site Analysis, Site Development

Part I describes a general outline for producing long range development plans for the Hawaii Community College System. Long-range planning is defined and discussed in terms of basic elements of academic requirements, quality of campus, space requirements, environmental factors, administrative factors, and adjustment factors of the general plans. Development planning is discussed in terms of time, location, and capacity. Physical requirements discussions concern land use, land value, population density, traffic, intracampus characteristics, and campus circulation. Aesthetic standards and procedures for cost estimating are also outlined. Part II describes a master plan for consultant services and defines the purpose and function of the consultants. Consultants responsibilities in long-range development planning include review, collection, and analysis of existing data about the master plan, city zoning ordinances, health regulations, map preparation, survey and analysis of physical conditions, land use, population distribution, topology, cost, landscape, utilities, and the preparation of drawings for presentation of the developmental plans to the community college system. (HH)

124.

ED 044 619 AC 008 780

Lynn, David R. Nothom, John W.

Educational Activities within Business-Industry: Implications for Public Education.

Hawaii Univ., Honolulu. Community Coll. System.

Pub Date Jan 68

Note—62p.

EDRS Price MF-$0.50 HC-$3.20

Descriptors—Business, Business Responsibility, *Cooperative Programs, Curriculum Development, *Industrial Training, Industry, Organization Size (Groups), Program Costs, *Public Schools, Questionnaires, *School Industry Relationship, Statistical Data, Surveys, *Vocational Education

Identifiers—Hawaii

A study was made on the island of Oahu, Hawaii, of types and levels of training being conducted by business-industry, extent of business-industry inplant programs; costs of training programs, and opinions as to expectations for public education. Personal interviews were conducted in 23 large (more than 250 employees) organizations, and information was obtained from a larger sampling of "small employers" by mail questionnaire. The results of the two sample groups were generally consistent. The small employer group reported that expansion of vocational education at the high-school level as well as at the post-high-school level was significantly important as a means of helping business-industry with training. The larger employer placed greater emphasis on expansion at the post-high-school level and the part-time evening programs. It is apparent that manpower development must be a cooperative undertaking involving business-industry, public education, and related government agencies; however, an apparent gulf between business-industry and public education has not been bridged. Technological developments appear to occur in business-industry more rapidly than governmental agencies are able to develop needed programs. (PT)

125.

ED 018 215 JC 680 098

RUHIG, THEODORE F. AND OTHERS

A STATE MASTER PLAN FOR VOCATIONAL EDUCATION.

HAWAII STATE BOARD OF EDUCATION, HONOLULU

HAWAII UNIV., HONOLULU, BOARD OF REGENTS

HAWAII STATE LEGISLATURE, HONOLULU, SENATE

PUB DATE FEB 68

EDRS PRICE MF-$0.50 HC-$5.08 125P.

DESCRIPTORS *ARTICULATION (PROGRAM), *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, HAWAII, INTERINSTITUTIONAL COOPERATION, SECONDARY SCHOOLS, TECHNICAL EDUCATION,

THIS PROPOSAL FOR AN ARTICULATED AND COORDINATED STATEWIDE VOCATIONAL EDUCATION PROGRAM IN HAWAII PROVIDES FOR THE DESIGNATION OF THE REGENTS OF THE UNIVERSITY AS

THE BOARD OF VOCATIONAL EDUCATION, WITH A SUBORDINATE COORDINATING COUNCIL. THE MAJOR EFFORT IN VOCATIONAL EDUCATION SHOULD BE AT THE LEVEL OF THE COMMUNITY COLLEGE, WHICH SHOULD EMPHASIZE PROGRAM FLEXIBILITY IN OFFERING SHORT TERM PROGRAMS, SMALLER COURSE UNITS, SPECIAL SUMMER PROGRAMS, EVENING COURSES, ON THE JOB AND COOPERATIVE TRAINING, AND PROGRAMS OF ADVANCED PLACEMENT AND EARLY ADMISSION FOR HIGH SCHOOL STUDENTS. VOCATIONAL EDUCATION AT THE SECONDARY LEVEL SHOULD BE EXPLORATORY, DIRECTED AT CLUSTERS OF JOBS, AND AN INTEGRAL PART OF GENERAL EDUCATION. AT THE COMMUNITY COLLEGE LEVEL, GENERAL EDUCATION SHOULD BE AN INTEGRAL PART OF VOCATIONAL EDUCATION. COOPERATIVE PLANNING, ARTICULATION, AND COORDINATION SHOULD RESULT IN PREPARATION OF STUDENTS FOR PROGRESS TO SUCCESSIVE LEVELS OF COMPETENCE, ELIMINATION OF UNNECESSARY REPETITION AT ANY LEVEL, AND MAINTENANCE OF AVAILABILITY OF OPTIONS FOR CONTINUING EDUCATION. (WO)

126.

ED 022 438 **JC 680 301**
Boyer, Marcia A.
1967-68 HAWAII HIGH SCHOOL SENIOR SURVEY.
Hawaii Univ., Honolulu. Community College System.
Pub Date Jun 68
Note—35p.
EDRS Price MF-$0.25 HC-$1.48
Descriptors—*COMMUNITY COLLEGES, *EDUCATIONAL INTEREST, *ENROLLMENT PROJECTIONS, FAMILY BACKGROUND, *HIGH SCHOOL STUDENTS, *JUNIOR COLLEGES, POST SECONDARY EDUCATION, QUESTIONNAIRES, SENIORS, SOCIOECONOMIC BACKGROUND, STATE SURVEYS, STUDENT CHARACTERISTICS, STUDENT INTERESTS
Identifiers—*Hawaii

To assess the interest of Hawaiian high school seniors in attending community colleges of the state, a survey was conducted in late 1967. The survey included questions about the academic and socio-economic backgrounds of seniors, their post-secondary plans, and their plans concerning community colleges in particular. Of the state's 57 public and private high schools, 39 were represented in the study. An 82% (8,201 students) return was obtained. Of this total, 69% indicated that they planned to continue their education in the next year, 24% were uncertain, and 7% definitely were not going to school in the next year. Of the seniors who planned to continue their education, 41% were interested in attending 4-year institutions in Hawaii, while 23% intended to enroll in 4-year institutions on the mainland, and 17% planned to attend community colleges in Hawaii. Choices of a field of study revealed that 71% were going into a baccalaureate degree program, 17% into business and commerce programs, and 12% into trade or technical programs. The two major types of programs indicated for enrollment were business education (35%) and college transfer (23%). (DG)

127.

ED 024 081 **CG 003 171**
Leton, Donald A. Dodd, Carol J.
Concepts of Career Fields Held by Eleventh Grade Students. 1965.
Hawaii Univ., Honolulu. Community College System.
Pub Date 68
Note—85p.
EDRS Price MF-$0.50 HC-$4.50
Descriptors—*Aspiration, *Career Choice, *Occupational Choice, *Occupational Guidance, Vocational Development, *Vocational Education

Some 1,005 eleventh-grade students in three high schools were administered the Career Choice Questionnaire, the Occupational Orientation Inventory, and the Edwards Personality Preference Schedule. The responses to the questionnaire were tabulated and the distribution of scores on the occupational attitudes and personality needs inventory were computed for each school. Students were also asked to indicate the level of education which their chosen occupations would require. Responses are tabulated by ethnic groups. The survey showed that girls still tend to choose those careers traditionally reserved for them. The girls also planned on fewer years of training and/or education than did the boys. The subjects generally lacked knowledge about occupations. They had little factual knowledge about the content of vocational curricula, job duties, or work conditions. They did possess some realistic information about the amount of training necessary for specific careers. The hypothesis that the students would tend to choose future careers consonant with their personality need was confirmed. The hypothesis that personal and experimental influences on career choices would be associated with ethnic background was not confirmed. A number of suggestions are made for improving vocational counseling at the high-school level. (IM)

128.

ED 066 155 **JC 720 196**
Hawaii Community College Vocational-Technical Graduate Follow-Up Studies, 1968-1971.
Hawaii Univ., Honolulu. Community Coll. System.
Pub Date Jun 72
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Graduates, *Employment Trends, *Followup Studies, *Graduate Surveys, *Junior Colleges, Manpower Needs, *Vocational Education, Vocational Followup
Identifiers—*Hawaii

This follow-up survey of Hawaii Community College vocational-technical graduates from 1968-1971 was undertaken to (1) indicate general trends in their labor force status, and (2) determine how these trends might be used to evaluate present programs. The first part of the report presents cumulative trends for 1968-1971, and the second part focuses on the 1971 class. Of the total 1968-1971 population of 764 graduates, 55% responded to the questionnaire and some findings were: (1) 82% of the respondents were employed; (2) mid-management merchandising respondents consistently maintained a 100% employment status, with carpentry, welding, accounting, secretarial science, and practical nursing also remaining consistently high; and (3) the drafting and apparel trades programs had low cumulative employment totals of less than 75%. Recommendations included: (1) using the cluster approach for the drafting, auto body and mechanics, electronics and electricity programs; (2) re-evaluating the diesel mechanics, welding, and machine shop programs, considering the limited manpower needs; and (3) re-evaluating the nursing program considering the increasing employment rate. The 1971 graduates showed no marked changes from the cumulative trends for the total group. (RN)

129.

ED 100 422 **JC 750 051**
Faculty Workload: Community Colleges, Fall 1974.
Hawaii Univ., Honolulu. Community Coll. System.
Report No—CC-IRP-72
Pub Date Dec 74
Note—26p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Class Size, *College Faculty, *Enrollment Trends, *Junior Colleges, *State Surveys, Student Teacher Ratio, Tables (Data), *Teaching Load, Working Hours
Identifiers—*Hawaii

With the new development in instructional techniques and styles, the quantification and description of faculty workload becomes increasingly more difficulty. At the Hawaiian community colleges, certain changes were made in the methodology of computing FTE for students and faculty, and average class size. They divided the total student credit hours by 15, counted division chairmen as two-thirds FTE, and excluded certain classes such as directed study in the computation of class size. This resulted in a lower FTE for students and faculty and an increase in average class size. By comparing course registration reports, schedules of classes, and faculty-staff reports, it was determined that faculty workload has stabilized at about 16.4 class contact hours or 13.3 credit hours taught. Generally, a lighter teaching load was noted for instructors in terms of hours and faculty-student ratio. But statewide community college figures show considerable increases in all areas: number of students, faculty, courses, classes, etc. Tabular data are presented, showing general FTE information as well as more detailed breakdown for each campus in terms of subject areas taught. (MJK)

130.

ED 100 425 **JC 750 054**
Selected Characteristics of Full-Time Professional Staff: Community Colleges, Fall 1974.
Hawaii Univ., Honolulu. Community Coll. System.
Report No—CC-IRP-73
Pub Date Dec 74
Note—26p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*College Faculty, *Junior Colleges, *Tables (Data), *Teacher Characteristics, Teacher Employment, *Teacher Salaries, Tenure
Identifiers—*Hawaii

This study presents data on full-time faculty appointees at each Hawaiian community college. The material is presented in a series of tables cross-referencing information about each campus, program categories, tenure status, sex, age, education, and salary. Of the 749 appointees, 68 percent are full-time, 2 percent are part-time, and 30 percent are lecturers. Eighty-two percent of the professional staff serve in instruction; 372 in general education, 240 in vocational education. Following previous years' patterns, 63 percent are male. The average age is 40, average salary $14,413, and 61 percent have a masters degree. Lecturers tend to work in general education areas and earn $1,569 for a course. As compared to full-time staff, lecturers are younger; more have only a B.A. degree, and more are women. Fifty-seven percent of the full-time professional staff is tenured. It is expected that over 80 percent will be tenured by 1978. (MJK)

131.

ED 100 470 **JC 750 099**
The Academic Crossover Report: Community Colleges, Fall 1974.
Hawaii Univ., Honolulu. Community Coll. System.
Report No—CC-IRP-74
Pub Date Jan 75
Note—42p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—College Curriculum, *College Majors, *Courses, Enrollment Influences, *Enrollment Trends, General Education, *Junior Colleges, Liberal Arts Majors, Statistical Surveys, Student Enrollment, *Tables (Data), Vocational Education
Identifiers—*Hawaii, Student Contact Hours

This report provides information regarding the "course taking" patterns of students in the Hawaii Community College system. The data sheds light on student sampling of other areas outside of their major field, clientele served by academic departments, and course numbering patterns. Included are the student credit hours (SCH) generated by all students taking credit courses, including the various groups of special students. Two-thirds of the SCH were generated in general education. Slightly over three-fourths of the SCH in vocational courses were generated by vocational majors, 16% by liberal arts majors. Liberal arts majors took about 90% of their work in general education, vocational majors about 58% of their work in vocational courses, and unclassified students about 70% in general education. Courses numbered below 100 comprised 48% of the total SCH generated in fall 1971, 38% in fall 1974. Certificate students took 95% of their work in courses numbered below 100 in 1971; by 1974 that figure had dropped to 30%. Other highlights are noted, supplemented by extensive statistics, tables, and graphs. (Author/AH)

132.

ED 103 036 JC 750 180

Manoa's Community College Transfers, Fall 1970-Fall 1974.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-75

Pub Date Feb 75

Note—21p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors—*College Majors, College Students, Females, *Followup Studies, *Grade Point Average, *Junior Colleges, Males, Student Characteristics, *Transfer Students

Identifiers—*University of Hawaii

This document presents a series of tables providing information regarding community college transfers to the Manoa and Hilo campuses of the University of Hawaii. Data was obtained from several campus computer reports and the community college graduate lists submitted to the Office of the Vice President for Community Colleges. The following tables are presented: (1) number of students transferring to the Manoa campus (UHM) from each of the six Hawaii community colleges in fall and spring semesters, 1970-1974; (2) distribution of transfers to UHM by college major, class, sex, and community college diploma earned, fall and spring 1970-1974; (3) mean Grade Point Ratios (GPR's) for community college transfer continuing at UHM, fall 1972-fall 1974; (4) number of graduates with a community college history by community college and major at UHM, fall 1972-fall 1974; (5) number of community college transfers to the Hilo campus (UHH) in spring and fall semesters, 1972-1974; (6) mean GPR for transfers continuing at UHH, fall 1974; (7) distribution of transfers to UHM from each of the six Hawaii community colleges by college major, class, sex, and community college diploma earned, fall and spring 1970-1974; (8) number of UHM graduates with a background at each of the six Hawaii community colleges by major, fall 1972-summer 1974. (DC)

133.

ED 103 067 JC 750 213

Selected Characteristics, Classified and Unclassified (Regular) Students, Spring 1975.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-77

Pub Date Mar 75

Note—11p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors—Age, *College Majors, Enrollment Rate, *Enrollment Trends, General Education, *Junior Colleges, Junior College Students, Part Time Students, *Student Characteristics, Student Enrollment, Vocational Education

Identifiers—*Hawaii

Of all students enrolled in the six community colleges of Hawaii in Spring 1975, 65 percent are regular (credit) students, 17 percent are "other" students (COP, PREP, senior citizens, non-credit), 14 percent are apprentices/journeymen, two percent are special students (concurrent early admits and continuing education), and one percent are Hoomana and MDTA program students. The enrollment of regular students has increased four percent over fall 1974 and 18 percent over Spring 1974. Forty-nine percent of all students are general and pre-professional majors, 40 percent are vocational students, and 11 percent are unclassified; the proportions last Spring were 47 percent, 40 percent, and 13 percent, respectively. Continuing students constitute 69 percent and new students constitute 17 percent, compared to 73 percent and 13 percent last Spring. The mean age of the 1975 Spring enrollees is slightly higher (25.3) than the mean age in the previous Fall (24.4) and Spring (24.7) semesters. There are more part-time students and, as a group, the students carry lighter credit loads. Those students graduating from high school five or more years ago compose slightly over half of the new students. Tables presenting enrollment data from Fall 1970 to Spring 1975 and student characteristics data for the entire system and for each of the six community colleges are appended. (Author/DC)

134.

ED 104 502 JC 750 290

Evening Students--Community Colleges, Spring 1975.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-78

Pub Date Apr 75

Note—14p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors—Adult Students, College Majors, Day Students, *Enrollment Trends, *Evening Students, *Junior Colleges, *Junior College Students, Liberal Arts Majors, Part Time Students, *Student Characteristics, Terminal Students

Identifiers—*Hawaii

In spring 1975, students attending evening classes only comprised 17 percent of the total enrollment of the community colleges of Hawaii; day-only students comprised 71 percent, and students attending both day and evening classes comprised 12 percent. In all three groups, the majority are male liberal arts majors who were on campus last semester and who are U.S. citizens with Hawaii residency status. The evening-only group differs from the other groups in the following ways: (1) proportionately more have not declared majors; (2) fewer are vocational students; (3) proportionately more were not on campus last semester; (4) over twice as many attend part-time; (5) more are married; and (6) most are older by five to eight years. Compared to the fall 1972 evening-only group, the spring 1975 evening-only group is more than twice as large and is comprised of more males, more "continuing" students, more married students, more full-time students, more vocational students, and more who have declared majors. In both spring 1975 and fall 1972, 41 percent of the evening-only students are liberal arts majors. Data is represented in tables which indicate figures for the entire system and for each of the six Hawaii community colleges. (DC)

135.

ED 104 507 JC 750 295

Students Receiving Veteran Benefits--Community Colleges, Spring 1975.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-79

Pub Date May 75

Note—5p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors—College Credits, *College Majors, *Educational Objectives, *Junior Colleges, Junior College Students, Part Time Students, *Student Characteristics, Tuition Grants, *Veterans, Veterans Education

Identifiers—*Hawaii

Recipients of veteran benefits at community colleges in Hawaii comprised 24 percent of the spring 1975 enrollees. The proportion varied by campus from 15 percent at Kapiolani to 31 percent at Leeward and Kauai. Veterans differ from the student body as a whole in terms of credit load carried and educational objectives; this may be a result of the conditions upon which veteran benefits are granted: veterans must have definite educational goals and receive stipends depending upon the credit loads carried. Sixty-seven percent of the veterans, compared to 56 percent of all students, were full-time. While veteran part-time students carried heavier credit loads (7.3 compared to 6.3), full-time veteran students carried slightly lighter credit loads (13.5 compared to 14.1). The 45,826 Student Contact Hours generated by the veterans comprised 26 percent of the total SCH recorded for the spring semester. Ninety-five percent sought associate degrees, one percent sought certificates, and only four percent were unclassified (compared to 11 percent unclassified for the student body). Fifty-two percent of the veterans were liberal arts majors and 44 percent were vocational majors. Veterans were predominantly male, married, older, and residents of the area near the college they attended. A table of data is appended. (Author/DC)

136.

ED 112 977 JC 750 528

Degrees and Certificates Awarded, Community Colleges: July 1, 1974-June 30, 1975.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-80

Pub Date Jul 75

Note—6p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Associate Degrees, *College Majors, *Community Colleges, Degrees (Titles), Educational Certificates, Enrollment Trends, *Junior Colleges, Liberal Arts Majors, Vocational Education

Identifiers—*Hawaii

Data gathered throughout Hawaii's six-campus community college system shows that the number of diplomas awarded during 1974-75 totaled 1,782, an increase of 18 percent over the previous year. Growth was evident in all diploma categories: Associate in Arts degrees increased 15 percent; Associate in Science degrees increased 22 percent; and Certificates increased 7 percent. Vocational degrees represented 69 percent of the total granted, although vocational majors comprised only 38 percent of fall enrollment; the Associate in Arts degree accounted for another 29 percent, although liberal arts majors comprised 49 percent of fall enrollment. The graduates were evenly distributed by sex. Included are two tables showing the number of diplomas awarded by each campus since 1970-71 and the number and types of degrees conferred during 1974-75. It is suggested that the study might be helpful in assessing the effectiveness of various programs since student persistence to completion shows wide divergence particularly when vocational and liberal arts programs are compared. (LO)

137.

ED 114 140 JC 750 572

Selected Characteristics, Classified and Unclassified (Regular) Students: Community Colleges, Fall 1975.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-83

Pub Date Oct 75

Note—27p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Age, *College Majors, Community Colleges, Enrollment Rate, *Enrollment Trends, *Junior Colleges, *Junior College Students, Part Time Students, *Student Characteristics, Student Enrollment

Identifiers—*Hawaii

This document is comprised of charts and tables presenting enrollment data from fall 1971 through fall 1975 for the six community colleges in the Hawaii Community College System. The total fall 1975 enrollment figure of 30,476 compares to a 25,886 figure in fall 1974. Regular credit students comprise two-thirds of the registrants (20,617)--a 20 percent increase over fall 1974. Among the regular students, males continue to outnumber females; the margin widened to 57 percent in fall 1975. The mean age of regular students has risen from 24.3 to 25.0. The number of liberal arts majors increased from 8,059 to 9,810 (22 percent), and vocational majors from 6,825 to 8,764 (27 percent). Among vocational programs which greatly increased in number are: business, radiologic technology, human services, agriculture, and heavy equipment maintenance and repair. More students took fewer than 12 credits in fall 1975, and both full- and part-time students took lighter credit loads (11.0 average compared to 11.3 for fall 1974). The number of continuing students increased considerably on all campuses. Among the new students were 27 percent of the Hawaii 1975 high school graduates. The trends noted above, especially the increases in classified, continuing, and part-time students, have implications for planning. (NHM)

138.

ED 114 148 JC 750 581

Faculty Workload: Community Colleges, Fall 1975.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-84

Pub Date Nov 75

Note—30p.; Not available in hard copy because a number of pages are printed on colored paper that will not reproduce

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Class Size, *College Faculty, *Credits, Enrollment Trends, General Education, Instructional Programs, Intellectual Disciplines, *Junior Colleges, Student Enrollment, Tables (Data), *Teaching Load, Vocational Education

Identifiers—*Hawaii

This report organizes fall, 1975 registration data for the seven Hawaii community colleges in tabular form. The focus of the report is on faculty workload in terms of the classroom situation: credits and classes taught, student credit hours generated, and class size. There was a general increase in the number of courses, classes, credit hours, registration and student credit hours at all campuses. The number and proportion of classes with 10 or fewer students have declined at most colleges, while average class sizes are slightly larger. As in the past, average class size in general education courses is larger (30 students) than in vocational education courses (26 students). Average class size varies by campus, from 24-31. Faculty workload figures indicate a generally lighter load at the colleges compared to fall, 1974 and fall, 1973, especially in terms of credit hours taught and faculty-student ratios. The productivity ratios, however, show a slight increase at most of the colleges. A comparison with fall, 1974 data shows increases in the number of instructors at all colleges. Tables break down the data by institution and instructional subject areas. (Author/NHM)

139.

ED 116 729 **JC 760 047**

Selected Characteristics of Full-Time Professional Staff: Community Colleges, Fall 1975.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-86

Pub Date Dec 75

Note—16p.; Pages 9-22 which are data by individual institution have been deleted from this version of the document

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*College Faculty, Females, General Education, *Instructional Staff, *Junior Colleges, Leave of Absence, Males, Part Time Teachers, *Professional Personnel, State Surveys, *Teacher Characteristics, Teacher Salaries, Tenure, Vocational Education, Vocational Education Teachers

Identifiers—*Hawaii, Lecturers

This report provides data on the faculty and staff of the Hawaii community college system as of fall 1975. It focuses on full-time appointees, but also provides information on lecturers, part-time appointees, and professional staff on leave. Data are summarized by five program categories: instructional support, academic support, student services, instruction, and public service; the instruction category is further divided into the areas of general education and vocational education. The bulk of the report consists of eight tables: (1) headcount for all professional staff, by full-time and part-time status; (2) sex, highest degree earned, and mean age of full-time professional staff, by program category; (3) average salary, salary range, tenure status, age, highest degree earned, and instructional area for full-time instructors, by sex; (4) sex, program category, highest degree earned, salary, and age of all lecturers; (5) salaries for full-time appointees, excluding instructors, by program category; (6) salaries for full-time instructors, by program category; (7) tenure status, by year of possible tenure and by instructional area; and (8) number of instructors on leave, by type of leave and by tenure status. Although data are also provided for fall 1974, the figures for 1975 include an additional community college, so reliable comparisons cannot be made. (DC)

140.

ED 115 338 **JC 760 013**

Academic Crossover Report: Community Colleges, Fall 1975.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-87

Pub Date Dec 75

Note—8p.; Data by institution have been deleted from this version of the document

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*College Majors, *Courses, Credits, *Enrollment Trends, General Education, Humanities, *Junior Colleges, Liberal Arts Majors, Statistical Surveys, Student Enrollment, *Units of Study (Subject Fields), Vocational Education

Identifiers—*Hawaii, Student Course Selection

The "course-taking" patterns of students in the seven colleges of the Hawaii Community College system have remained relatively stable over the past five years. As in the past, two-thirds of the total student credit hours (SCH) were generated in general education, and SCH in the Humanities comprised almost one-third of the total. Vocational students continued to take almost 80 percent of the SCH in vocational education, but the percentage of Liberal Arts majors taking vocational courses increased from 11 percent in 1971 to 15 percent in 1975. Liberal Arts students took 65 percent of the SCH generated in general education, while vocational and unclassified students took 28 percent and 5 percent respectively. Certificate students took 69 percent of their work in vocational courses, whereas degree students and "other" students (unclassified and special) took 66 percent of their work in general education. Liberal Arts students have taken the bulk of their work in general education over the years (92 to 89 percent, 1971-1975), vocational students have taken most of their work in vocational courses (59 to 61 percent, 1971-1975), and unclassified students have taken most of their work in general education (71 to 68 percent, 1971-1975). Tables and graphs are appended. (DC)

141.

ED 116 766 **JC 760 092**

High School Background of Entering Students, University of Hawaii System, Fall 1975.

Hawaii Univ., Honolulu. Management Systems Office.

Report No—MSO-145

Pub Date Jan 76

Note—13p.; Not available in hard copy due to small print of tabular material

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—College Admission, College Choice, *Enrollment Rate, *High School Graduates, *Junior Colleges, Post Secondary Education, *State Surveys, *Universities

Identifiers—*Hawaii

This report summarizes data on the high school background of students entering the University of Hawaii System for their first collegiate work since high school. The population is comprised of all new students at the two-year and four-year campuses between fall 1972 and fall 1975. Each of the five tables in the report examines a select group of entering students, as follows: (1) all entering students, regardless of high school background; (2) students entering from Hawaii State high schools, only; (3) June 1975 Hawaii State high school graduates, (4) 1972-75 Hawaii State high school graduates; (5) June 1975 Oahu high school graduates. The 9,158 students entering the University of Hawaii System in fall 1975 represent an increase of 3.6 percent over the 8,837 students entering in fall 1974. Over 70 percent (6,579) of these students entered the community colleges, of which 12.9 percent came from non-Hawaii high schools. The proportion of Hawaii State high school graduates entering the University of Hawaii System immediately after graduation has remained about 43-44 percent during the past three years. Of the graduates entering the system immediately after graduation, more students are choosing to enter the community college campuses rather than the four-year University of Hawaii at Manoa. (Author/NHM)

142.

ED 116 763 **JC 760 083**

Transfer Patterns of Students, University of Hawaii System, Fall 1975.

Hawaii Univ., Honolulu. Management Systems Office.

Report No—MSO-146

Pub Date Jan 76

Note—9p.; Not a aialble in hard copy due to small print of tabular material

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—*Enrollment Trends, *Junior Colleges, Liberal Arts, Student Enrollment, *Transfer Students, *Universities, Vocational Education

Identifiers—*Hawaii

In fall 1975, 4,702 students transferred into the University of Hawaii (UH) System, representing a 15.5 percent increase over the number of transfers in 1974. Of the total, 56 percent transferred from within the UH System, 6 percent transferred from other Hawaii institutions, and 36 percent transferred from out-of-state institutions. The total numbers of transfers from within the System in 1975 represents an 8.7 percent increase over the 1974 figures. The University of Hawaii at Manoa (UHM) received 1,999 transfers, Hilo College received 300; and the seven community colleges received 2,403. Sixty-one percent of the transfer students entering UHM chose arts and sciences programs, and 14 percent entered as unclassified students. Greater proportions of students entering Hawaii, Honolulu, and Kapiolani Community College selected vocational programs, whereas more of those students entering Kauai, Leeward, Maui, and Windward Community Colleges selected liberal arts programs. Data for the 1973, 1974, and 1975 academic years are organized into three tables with are appended. (DC)

143.

ED 122 882 **JC 760 268**

Evening Students--Community Colleges, Fall 1975.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-90

Pub Date Apr 76

Note—15p.; Table IV has been deleted due to small size of type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—Community Colleges, Comparative Analysis, Day Students, Evening Programs, *Evening Students, *Junior Colleges, Junior College Students, *State Surveys, *Student Characteristics

Identifiers—*Hawaii

This study compares the characteristics of the 3,537 Hawaii community college students who took only evening credit courses in fall 1975 with day-only students and students enrolled in a mixture of day and evening courses. The evening-only student group comprised 17 percent of the total enrollment. In all three groups the majority were male, continuing students seeking a degree or certificate. Over 90 percent identified themselves as U. S. citizens and Hawaii as their permanent home. However, a greater percentage of students in the evening-only group were unclassified (23 percent compared to 6 percent for both the day-only and evening-day groups). There were also proportionately fewer general and pre-professional and vocational students in the evening-only group. Most of the evening-only students were part-time (78 percent). In contrast, the majority of day and evening-day students were full-time (66 and 72 percent respectively). The average age of the evening student was 31.8 years, 8 years older than the day student and 5 years older than the evening-day student. This report presents data for each of the seven Hawaii community colleges, and provides comparative data for the fall 1972 and spring 1975 semesters. Tables of data are appended. (Author/NHM)

144.

ED 125 692 **JC 760 367**

Community College Graduates, July 1, 1975 to June 30, 1976.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-91

Pub Date Jul 76

Note—7p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Associate Degrees, *College Graduates, *College Majors, Community Colleges, Educational Certificates, *Junior Colleges, Junior College Students

Identifiers—*Hawaii

From July 1975 to June 1976, 2,229 students were graduated from the Hawaii Community College System, an increase of 12% over the previous year's total of 1,995 graduates. During this same period, 2,299 degrees and certificates were awarded. 65 graduates earned multiple degrees (five earned three degrees and/or certificates, 60 earned double degrees or certificates). Analysis by program shows that the 10 programs with the greatest number of graduates were (in descending order) Liberal Arts, Secretarial Science, Clerical, Accounting, Nursing, Sales/Management, Auto Mechanics Tech, Police Science, Food Services, and Electronics. Compared to the previous year, the number of Associate in Arts degrees granted increased by 23%, the number of Associate in Science degrees granted increased by 10%, and the number of Certificates of Achievement awarded increased by 10%. System-wide, the number of male graduates equalled the number of female graduates. An analysis by campus shows that the number of graduates at Hawaii and Leeward Community Colleges increased by 23% and 33%, respectively. However, the number of graduates at Kauai and Maui Community Colleges declined by 26% and 4%, respectively. Tables and charts indicating graduation rates from 1971-72 to 1975-76, and number of graduates by program for 1975-76 are appended. (Author/DC)

145.

ED 134 258 95 JC 770 098
A Guide for Coordinators of Cooperative Vocational Education Programs.
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—504A950002
Pub Date Aug 76
Grant—OEG-391-75-0036
Note—87p.; Not available in hard copy due to marginal legibility of original document. Some pages may be marginally legible due to small size of type of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Administrator Guides, Administrator Role, Community Colleges, *Cooperative Education, Cooperative Programs, *Coordinators, *Junior Colleges, Legal Responsibility, Manuals, Program Evaluation, Program Planning, Student Evaluation, Student Placement

This document was designed to serve as a guide for coordinators of cooperative vocational education programs in the University of Hawaii community colleges. Areas covered include: (1) the purpose, definition, criteria for, and advantages of cooperative vocational education; (2) the role of the coordinator as it relates to legal responsibilities and the selection of training stations; (3) placement of students; (4) training agreements; (5) coordination visits to students' places of cooperative employment; (6) related instruction and alternative scheduling; (7) evaluation of student progress in cooperative jobs and related instruction; (8) use of advisory committees and the purposes of public relations; and (9) program evaluation. Appended are a summary of federal and state labor laws, a list of regional offices of the State of Hawaii Department of Labor and Industrial Relations, sample training agreements and training plans, an outline for related instruction, sample evaluation forms, a model certificate of employer appreciation, sample graduate follow-up forms, and other related forms. (JDS)

146.

ED 130 736 JC 760 618
Selected Characteristics, Classified & Unclassified (Regular) Students, Community Colleges, Fall 1976.
Hawaii Univ., Honolulu. Community Coll. System.
Report No—CC-IRP-93
Pub Date Oct 76
Note—18p.; Table IV may reproduce poorly due to small size of type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Age, *College Majors, Enrollment Rate, *Enrollment Trends, *Junior Colleges, *Junior College Students, Part Time Students, *Student Characteristics, Student Enrollment
Identifiers—*Hawaii

Enrollment increases in the seven colleges in the Hawaii community college system appear to have stabilized. Although enrollment increased by 1% in fall 1976 over fall 1975, some colleges reported decreases. Of the total fall 1976 enrollment of 27,829, 75% were regular students, compared to 66% the previous year. For the fourth consecutive year, students were taking fewer semester hours (from 11.0 in fall 1975 to 10.8 in fall 1976). For the same four-year period there has been a proportional decrease in full-time students and an increase in part-time students. Males continued to outnumber females (55% to 45%). Mean age dropped from 25.0 years in fall 1975 to 24.7 years in fall 1976, but the modal group was the 18-19 age category. The proportion of continuing students increased at all but one campus; proportionately fewer (32%) new students enrolled, and the proportion of transfer students remained the same (12%). Distributions of students in liberal arts (48%) and vocational (44%) programs were similar to those reported in fall 1975. (JDS)

147.

ED 131 897 JC 770 007
Academic Crossover Report, Community Colleges, Fall 1976.
Hawaii Univ., Honolulu. Community Coll. System.
Report No—CC-IRP-95
Pub Date Dec 76
Note—34p.; Pages 9 through 43 of the original document, consisting of computer printouts of the data by individual campus, have been deleted due to poor reproducibility. Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*College Majors, Community Colleges, *Courses, *Enrollment, Enrollment Trends, *General Education, *Junior Colleges, Liberal Arts Majors, *Vocational Education
Identifiers—Hawaii

Patterns of course distribution by subject areas and of courses taken by various majors are described in this report on Hawaii community colleges. Distribution of courses by major indicates: (1) liberal arts majors are the largest consumers of general education--66% of all Student Semester Hours (SSH) generated in general education are taken by liberal arts students; (2) vocational majors and unclassified students are taking 28% and 4%, respectively, of the SSH generated in general education; (3) vocational students take 80% of the vocational courses; (4) liberal arts majors and unclassified students take 14% and 4%, respectively, of all SSH generated in vocational education. In terms of student educational objectives, certificate students are taking 71% of their work in vocational courses, Associate of Arts students take 89% in general education, Associate of Science students take 59% in general education courses, and special and unclassified students take 64% in general education. The patterns of SSH taken by majors has remained stable over the past five years. The total number of SSH has declined slightly from that of the previous year. (Author/JDS)

148.

ED 132 990 JC 770 027
Faculty Teaching Load, Community Colleges, Fall 1976.
Hawaii Univ., Honolulu. Community Coll. System.
Report No—CC-IRP-96
Pub Date Dec 76
Note—32p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Classes (Groups of Students), *Class Size, College Faculty, Community Colleges, Courses, Faculty Workload, General Education, Intellectual Disciplines, *Junior Colleges, *Productivity, Student Teacher Ratio, *Teaching Load, Vocational Education
Identifiers—Hawaii

This report describes faculty teaching load for fall 1976 in the Hawaii community college system as measured in terms of average semester hours taught, average hours in contact with students, and class size. The data used in generating this report were based on students registered in regular credit programs in Hawaii community colleges. A general increase in the number of courses, classes, and semester hours was noted at all campuses, due in part to the greater number of courses scheduled on a modular (short-term) basis. Average class size was smaller at most of the colleges. Faculty teaching figures indicated: a generally heavier workload in terms of average semester hours taught by instructors compared to 1975; a generally heavier workload in terms of weekly instructor contact hours compared to 1974; a decline in productivity ratios for the system compared to 1975; and an unchanged faculty/student ratio of 1:23 for the system. Decline in productivity ratios and average class size are attributed to lighter credit loads carried by both full- and part-time students and the greater proportion of part-time students. Tabular data on courses, classes, semester hours, contact hours, class size by program, average semester and contact hours taught, productivity, and faculty/student ratios are included for each college and for the system. (JDS)

149.

ED 133 033 JC 770 074
Selected Characteristics of Full-Time Professional Staff: Community Colleges, Fall 1976.
Hawaii Univ., Honolulu. Community Coll. System.
Report No—CC-IRP-97
Pub Date Jan 77
Note—39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrative Personnel, Age, *College Faculty, Community Colleges, Degrees (Titles), Females, General Education, *Junior Colleges, Males, Personnel Data, Salary Differentials, *Teacher Characteristics, *Teacher Salaries, *Tenure, Vocational Education

This report provides a brief summary and description of the full-time professional staff employed by the seven Hawaii community colleges. There was a total of 1,045 full and part-time staff in fall 1976, an increase of 9% over the previous fall. The number of staff at each campus ranged from 68 at Windward to 265 at Leeward Community College. Of the full-time staff, two-thirds were males, mean age was 41.2 years, 60% had masters' degrees, and 9% had doctorates. Staffing distribution among the full-time staff included 75% assigned to instruction, 8% to academic support, 11% to student services, 4% to institutional support, and 4% to public services. Of 489 full-time instructors, 65% were males, 51% were general education instructors, 63% were tenured, and 27% were on tenure track. Average salary among full-time instructors was $18,431. Male instructors' salaries were 5% higher than those of female instructors, and salaries of vocational education instructors were higher than those of general education instructors. Tabular and graphic data are included and staff characteristics for each campus are appended. (JDS)

150.

ED 135 437 JC 770 168
Grade Distributions: Community Colleges, Fall 1976.
Hawaii Univ., Honolulu. Community Coll. System.
Report No—CC-IRP-100
Pub Date Feb 77
Note—24p.; Computer generated tables of data may reproduce poorly
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Academic Achievement, College Credits, College Majors, Community Colleges, Comparative Analysis, Credit No Credit Grading, *Grade Point Average, *Grades (Scholastic), *Junior Colleges, Liberal Arts Majors, Persistence, Tables (Data), Transfer Students, Vocational Education
Identifiers—Hawaii

This report examines fall 1976 grade distributions in the Hawaii community colleges and compares them with those of previous semesters. Analysis of data for a total of 1,816 courses and 80,705 grades revealed: (1) the average grade in fall 1976 was 2.8, compared to 2.9 and 3.0 in previous semesters; (2) the credits-earned rate was 70%, 1% lower than the previous two semesters but higher than the 68% noted for fall 1974; (3) credits-earned rates were higher for vocational courses than for general education courses, consistent with patterns in earlier semesters; (4) 2,292 credit/no-credit grades were given, comprising about 3% of all grades compared to 4% in the previous semesters; (5) the percentage of "W" (withdrawal) designations was 9%, compared to 10% the previous spring and 15% in fall 1974; (6) "N" (no-credit) grades comprised 16% of the grades in transfer courses compared to a rate of 11%-14% in the previous semesters; and (7) liberal arts majors earned higher grade point averages than did vocational majors. Tables of academic grade data are included and provide grade distributions and averages by college, academic division, major, and comparative data on grade point averages for the five semesters fall 1974-fall 1976 by college, major, and educational objective (degree objective). (JDS)

151.

ED 135 438 **JC 770 169**

Selected Characteristics, Classified and Unclassified (Regular) Students; Community Colleges, Spring 1977.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-101

Pub Date Mar 77

Note—11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Age, Community Colleges, Comparative Analysis, *Enrollment Trends, Females, *Junior Colleges, Liberal Arts Majors, Males, Part Time Students, *Student Characteristics, Vocational Education

Identifiers—Hawaii

This report examines selected characteristics of regular credit (classified and unclassified) students in the Hawaii community colleges in spring 1977. Data for this report were derived from student applications, personal history forms, and student class registrations. Analysis of the data revealed: (1) regular students (20,625) comprised 71% of the total registrations (28,858) in community college programs; (2) spring 1977 enrollment of regular students was 1% less than in fall 1976; (3) males (57%) outnumbered females (43%), consistent with the pattern of previous semesters; (4) mean age of students was 25.5 years, compared to 24.7 years in fall 1976 and 26.0 in spring 1976; (5) the modal age group was the 18-19 year-old category; (6) 47% of the students were enrolled in the liberal arts program while 44% were enrolled in the vocational program; (7) average semester hours taken was 10.5 compared to 10.8 in the previous fall, and constituted the lowest average in three years; (8) 45% of the students were part-time, compared to 42% in the previous two semesters; and (9) 73% were continuing students and 13% were new students. Tabular and graphic data pertaining to student characteristics and enrollment are attached, including comparative data for the six semesters fall 1974 through spring 1977. (JDS)

152.

ED 116 750 JC 760 069

Student Flow Project, Community Colleges. Report No. 1.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—R-1

Pub Date Dec 75

Note—4p.; For related documents, see JC 760 070 and 071

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*Attendance Patterns, College Attendance, *College Planning, Institutional Research, *Junior Colleges, Junior College Students, *Management Information Systems, *Statewide Planning

Identifiers—*Hawaii, Student Flow Models

This brief report outlines the preliminary plans of the University of Hawaii to develop a student flow model for its seven community colleges. This model will indicate the flow of students--progressing through class levels, changing majors, leaving or withdrawing from the institution. It will be used as a basic tool for planning and management systems. Before the model is developed, five reports will be made: (1) a summary of the number of students who apply for admission, the number who are accepted to that campus, and the number who actually register at that campus for the particular semester; (2) a study of the "no-shows," those students accepted by a particular campus who did not register there for the term; (3) a summary of attrition rates, end-of-semester changes (withdrawals and graduates), and changes of majors; (4) a study of the present activities of students who were expected to continue their registration, but who "disappeared" between semesters; and (5) a study of the present activities of graduates and their evaluations of their community college experiences. Analysis will be in terms of the community college system total and each campus. Entering students will be classified as "new to higher education" or transfers, and data by sex and program (liberal arts, vocational education, and other), will be presented. (DC)

153.

ED 116 751 JC 760 070

Applications, Acceptances and Registrations, Fall 1975. Student Flow Project, Report No. 2.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—R-2

Pub Date Dec 75

Note—9p.; For related documents, see JC 760 069 and 071

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—*College Admission, Community Colleges, Enrollment Rate, General Education, *Junior Colleges, Junior College Students, Liberal Arts, School Registration, *Student Application, *Student Enrollment, Transfer Students, Vocational Education

Identifiers—*Hawaii

This report presents the findings of one of several studies intended to form a basis for the development of the student flow model for the Hawaii community college system. In fall 1975, 9,508 students new to higher education and 4,123 transfer students applied for admission to the seven community colleges; 8,886 (94 percent) of the new students and 3,619 (88 percent) of the transfer student applicants were admitted. Three-fourths of the admitted new students and two-thirds of the admitted transfer students actually enrolled. Of the 4,636 new students applying for admission to the liberal arts programs, 4,425 (95.4 percent) were accepted and 3,293 (74.4 percent of those accepted) actually enrolled. Of the 4,073 new students applying for admission to the vocational education programs, 3,711 (91.1 percent) were accepted and 2,751 (74.1 percent of those accepted) actually enrolled. Of the 1,733 transfer students applying for admission to the liberal arts programs, 1,538 (88.7 percent) were accepted and 1,007 (65.5 percent of those accepted) actually enrolled. Of the 1,607 transfer students applying for admission to the vocational education programs, 1,333 (82.9 percent) were accepted and 929 (69.7 percent of those accepted) actually enrolled. Additional tabular data on applications, acceptances, and registrations are provided by sex and institution. (DC)

154.

ED 116 752 **JC 760 071**

Applicant No-Show Survey, Community Colleges, Fall 1975. Student Flow Project, Report No. 3.

Hawaii Univ., Honolulu. Community Coll. System.

Pub Date Dec 75

Note—59p.; Some tables may reproduce poorly. For related documents, see JC 760 069 and 070

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Descriptors—College Admission, College Attendance, *Enrollment Influences, Enrollment Rate, *Followup Studies, *Junior Colleges, School Registration, *Student Enrollment

Identifiers—*Hawaii

This study presents the findings of one of several studies intended to form a basis for the development of a student flow model for the Hawaii community college system. In order to discover why students, admitted for fall 1975 by a particular community college, did not enroll at that campus, a questionnaire was sent to 3,240 "no-shows." The total response rate was 66 percent. An analysis of the characteristics of the respondents showed that they were representative of the total "no-show" population in terms of applicant status, program, and sex. Results indicate that over half of the respondents were actively engaged in other activities: 28 percent working, 19 percent attending other educational institutions, and 4 percent serving in the military. Ten percent of the "no-shows" indicated financial reasons for not enrolling and 13 percent indicated the unavailability of the program or course desired. Data is further broken down in the report to indicate the reasons cited by respondents, by sex, by program (liberal arts or vocational), and by permanent home address (State of Hawaii or U.S. Mainland), by "new" or transfer student status, and by community college applied to. Detailed data is presented in tables appended to the text. (DC)

155.

ED 121 357 **JC 760 142**

Survey of 1971-72 Graduates: Student Flow Project, Report No. 4.

Hawaii Univ., Honolulu. Community Coll. System.

Pub Date Feb 76

Note—56p.; Not available in hard copy due to marginal legibility of original document. Apprendix C (computer printout) has been deleted. For related documents, see JC 760 069-071 and JC 760 123

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Graduates, Educational Experience, *Educational Objectives, Employment Experience, *Followup Studies, *Graduate Surveys, *Junior Colleges, Longitudinal Studies, Participant Satisfaction, *Student Attitudes

Identifiers—*Hawaii

As part of a longitudinal study of student progress through the Hawaii community colleges, a survey was designed and mailed to 1971-72 graduates three years after graduation. The questionnaire was composted of two parts: (1) a general evaluation of the community college experience; (2) detailed analysis of present activity. In all, 1,354 questionnaires were mailed. Nonrespondents were sent a followup letter, and telephone calls were made where possible. The response rate was 34 percent, with 466 questionnaires completed. In rating the importance of a list of 16 student goals, the respondents considered the job-oriented goals as much more important than such goals as "pleasure of learning" and "develop new interests." Respondents tended to be favorable in evaluating faculty and their educational experience, although differences between campuses were significant. As to present activities, 78 percent of the graduates were employed, 8 percent were enrolled in school, 8 percent were unemployed, 4 percent were at home, and 2 percent were serving in the military. Detailed survey results are tabulated, graphed, and analyzed, and the survey instrument is appended. A brief review of comparable studies by mainland institutions is also included. (NHM)

156.

ED 118 197 JC 760 123

Fall 1975 Entering Students Continuing in the Same Community College in Spring 1976; Hawaii, Honolulu, Maui, and Windward Community Colleges. Student Flow Project, Report No. 5.

Hawaii Univ., Honolulu. Community Coll. System.

Pub Date Mar 76

Note—30p.; For related documents, see JC 760 069, 070, and 071. Not available in hard copy due to marginal legibility of original document. Some tables may not film clearly

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Choice, Community Colleges, Educational Experience, *Educational Objectives, *Followup Studies, *Junior Colleges, Junior College Students, Longitudinal Studies, Participant Satisfaction, *Student Attitudes, Student Interests, Student Opinion

Identifiers—*Hawaii

As a part of a longitudinal study of student progress through the Hawaii community colleges, four campuses--Hawaii, Honolulu, Maui, and Windward--participated in a study of fall 1975 entering students continuing in the same college in spring 1976. The fall 1975 entering group numbered 3,924. Of the 2,790 who returned in the spring, 2,104 (75.4 percent) returned a survey administered at registration. Most students at Hawaii, Maui, and Windward listed "close and convenient" as the chief reason for college selection, but availability of a desired program also attracted students to Honolulu Community College. About 90 percent of the students said that they planned to continue their educations in fall 1976--most of them by returning to their present campus. The students considered only eight of the 16 student goals listed on the survey form as being important to them, and rated these eight according to the degree to which their expectations had been fulfilled. Students evaluated their community college experience by reacting to 11 items; on all four campuses, instructors' backgrounds and helpfulness received the best average ratings. Observations are made on the characteristics of the various campuses with regard to both their programs and student populations. Data are tabulated throughout, and the survey instrument is appended. (NHM)

157.

ED 119 768 JC 760 161
Fall 1974 Entering Students in Their Fourth Semester, Fall 1974 Through Spring 1976: First Report. Student Flow Project, Report No. 6.
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 76
Note—39p.; For related documents, see JC 760 069, 070, 071, 123, and 162
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—*College Majors, Community Colleges, Females, *Junior Colleges, Junior College Students, Liberal Arts Majors, *Longitudinal Studies, Males, *Persistence, School Holding Power, Student Characteristics, Vocational Education, *Withdrawal
Identifiers—*Hawaii

As part of a longitudinal study of student progress through the Hawaii community colleges, fall 1974 entering students were studied for three semesters ending in fall 1975. Continuation rates were higher for new students than for transfer students, males than for females, vocational education majors than for liberal arts or other majors, and technical and business education majors than for other vocational groupings among new students. Full-time students constituted a larger proportion for new than for transfer students, males than for females, vocational education majors than for liberal arts or other majors, and technology majors than for other vocational groupings of new students. Withdrawal rates were about equal for new and transfer students, but higher for males, and higher for liberal arts majors than for vocational education majors. Change of major rates were higher for new students, for females, and for vocational education majors, especially business education majors. Graduation rates were higher for transfer students, females, and vocation education majors; of course, however, high graduation rates are expected at the end of the fourth semester. Detailed tables of data, including data for each of the seven community colleges, are appended. (Author/NHM)

158.

ED 119 769 JC 760 162
Applications, Acceptances and Registrations, Spring 1976. Student Flow Project, Report No. 7.
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 76
Note—8p.; For related documents, see JC 760 069, 070, 071, 123, and 161
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors—*College Admission, College Attendance, College Choice, Community Colleges, Enrollment Rate, *Enrollment Trends, Females, *Junior Colleges, Junior College Students, *Longitudinal Studies, Males, School Registration, *Student Application, Student Characteristics, Transfer Students
Identifiers—*Hawaii

As part of a longitudinal study of student progress through the Hawaii community colleges, spring 1976 applications to the system were studied. The total number of applications received numbered 6,692 (3,924 new students, and 2,768 transfers), about half the number received for the fall semester (13,631). The colleges accepted 90 percent of the new student applications and 86 percent of the transfer student applications. Of the admitted students, 71 percent of the new students, and 68 percent of the transfer students actually enrolled. The large majority (at least 90 percent) of entering new and transfer students enrolled at the campus of their first choice. Slightly higher proportions of males than females were accepted, and actually enrolled. Among the seven campuses there is a range in the proportion of applicants accepted, and actually enrolling. Windward accepted about 99 percent of its applicants, while Kapiolani accepted only 65 percent. However, only about 60 percent of the students accepted to Windward actually enrolled, while 77 percent of the students accepted to Kapiolani actually enrolled. Patterns of enrollment by sex, campus, and program do not vary greatly from the fall 1975 patterns. Detailed data, including data on individual campuses, are tabulated and appended. (NHM)

159.

ED 121 359 95 JC 760 199
Student Flow Project: Update 1. Student Flow Project, Report No. 8.
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 76
Note—31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—Community Colleges, Educational Research, *Institutional Research, *Junior Colleges, *Longitudinal Studies, Multicampus Districts, Questionnaires, *Research Design, *Research Proposals, Student Characteristics
Identifiers—Hawaii, *Student Flow Models

The Student Flow Project of the Hawaii community colleges in an ongoing longitudinal study designed to study how students progress through the community college system. It complements enrollment data by providing information on noncontinuing students. This update proposes a framework for data gathering and analysis of the fall 1975 entering group over a two year period, and for the remaining reports on the fall 1974 entering students. In general, the Student Flow Project consists of three basic components: (1) admissions, which deals with the characteristics of entering students, classifying them as applicants, admittees, registrants, and "no shows"; (2) enrollment, which provides data on students who continue to enroll in the same community college for five semesters after entry; and (3) exit, which provides data on students for each of five semesters who leave the community college either as noncontinuing students or graduates. This document outlines the activities which will be necessary to complete the project, and provides a timetable of proposed activities for 1976-77 and 1977-78. Sample drafts of four survey instruments that must be administered are appended, along with a flow chart of activities. The merger of the Student Flow Project with the institutional research reports on students is planned for the near future. (NHM)

160.

ED 121 382 95 JC 760 224
Fall 1975 Entering Students Not Continuing in the Same Community College in Spring 1976. Student Flow Project, Report No. 9.
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 76
Note—48p.; Appendices B through H have been deleted due to poor reproducibility. Some tables may reproduce poorly due to small print size
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—Community Colleges, *Dropout Research, *Dropouts, Educational Objectives, *Junior Colleges, *Longitudinal Studies, Questionnaires, *State Surveys, Student Attitudes
Identifiers—*Hawaii

As part of a longitudinal study of student progress through the Hawaii Community College System, a survey was conducted of the 2,425 fall 1975 entering students who had discontinued their registration after one semester. The 2,425 students surveyed represented 27 percent of the 1975 entering class of 8,979. After the initial mailing and a telephone followup, 877 survey instruments were returned, a 36 percent response rate. Since an analysis showed that the respondents were representative of the total noncontinuing population only in terms of program major, this report breaks all analyses of data down according to field of specialization. The reason most often cited for noncontinuance was "desired class unavailable." More than half the respondents gave employment as their current activity, and 22 percent were attending another school. Half the respondents had plans to continue their education in fall 1976. Of these, 65 percent planned to attend a Hawaii community college, and 21 percent the University of Hawaii at Manoa. The goal considered important by the highest proportion of students was to get a broad general education. The overall ratings of the community colleges ranged from B- to C+. Data are organized into tables and graphs, and the survey instrument is appended. (NHM)

161.

ED 121 410 JC 760 256
Fall 1975 Entering Students in Spring 1976; A Comparison of Continuing and Non-Continuing Students at the Beginning of Their Second Semester. Student Flow Project, Report No. 10.
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 76
Note—57p.; Some tables may reproduce poorly due to small size of type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage
Descriptors—Community Colleges, Comparative Analysis, Dropout Characteristics, *Dropout Research, *Educational Objectives, *Junior Colleges, Longitudinal Studies, *Persistence, Questionnaires, School Surveys, Student Attitudes, *Student Characteristics
Identifiers—*Hawaii

As part of a longitudinal study examining student progress through the Hawaii community colleges, this study examines the characteristics of 8,979 students who entered the community colleges in fall 1975 and compares the student profiles of the 6,503 who enrolled in spring 1976 with the 2,476 who discontinued their enrollment. The study is based on information in student files and on responses of students to an evaluation survey of their first semester. Major findings are presented in three sections: (1) comparison of all continuing and non-continuing students, by campus, as to age, sex, marital status, high school background, entry status, grade point average, full- or part-time status, program, and credit completion ratio; (2) comparison of all continuing and non-continuing students, by campus and program (liberal arts, business, health services, hotel/food services, public services, or technology) as to age, sex, marital status, entry status, full- or part-time status, grade point average, and credit completion ratio; (3) comparison of continuing and non-continuing survey respondents at Hawaii, Honolulu, Maui, and Windward campuses as to goals they considered important, average degree of fulfillment of expectations, and evaluations of their community college experiences. Pertinent data are tabulated and graphed and detailed tables are appended. (NHM)

162.

ED 129 345 95 JC 760 506
Fall 1974 Entering Students at the End of Their Fourth Semester, Fall 1974 Through Spring 1976: Second Report. Student Flow Project, Report No. 11 (A Supplement to Report 6).
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 76
Note—12p.; Supplement to ED 119 768
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*College Majors, Community Colleges, Comparative Analysis, *Graduates, *Junior Colleges, Liberal Arts Majors, Longitudinal Studies, *Persistence, *Student Characteristics, Transfer Students, Vocational Education
Identifiers—*Hawaii

The data presented in this report supplements that contained in Report 6 of this series of reports on a longitudinal study of student progress in Hawaii community colleges. Among the findings reported in this study are: (1) continuation rates for new and transfer students at the fourth semester were 42% and 31% respectively with a higher rate among the males than females; (2) about three-fourths of new and over one-half of transfer students were full-time with a minimum load of 12 credits; (3) greater proportions of full-time students were found among vocational education majors than among liberal arts majors; (4) for both new and transfer students, credit-completion ratios were higher in their fourth semester than in their first; (5) females had higher graduation rates than males; (6) among the Hawaii campuses, Hawaii Community College had the highest graduation rate (22% for new and 31% for transfer students), (7) vocational education majors had higher graduation rates than their counterparts in liberal arts; and (8) overall, vocational education majors tended to have higher continuation, credit-completion, and graduation rates than liberal arts majors. Tables summarizing the data presented in the report are attached. (JDS)

163.

ED 129 362 95 JC 760 523
Fall 1975 Entering Students at the End of Their Second Semester, Fall 1975 through Spring 1976: First Report. Student Flow Project, Report No. 12.
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 76
Note—15p.; Appendix, computer printouts of detailed statistical data by individual campus, has been deleted from this version of the document due to marginal reproducibility
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*College Majors, Community Colleges, Comparative Analysis, Females, Graduates, *Junior Colleges, Junior College Students, Liberal Arts Majors, Longitudinal Studies, Males, *Persistence, *Student Characteristics, Transfer Students, Vocational Education
Identifiers—*Hawaii

This document, one of a series of reports from a longitudinal study of student flow in the Hawaii Community College System; analyzes the progress of fall 1975 entering students at the end of their second semester. Among the findings reported are: (1) in spring 1976, 75% of new (4,939) and 65% of transfer students (1,564) continued their enrollment, (2) vocational education majors had higher continuation rates than liberal arts majors or other unclassified students, and males had higher continuation rates than females, (3) new students were found to have higher full-time rates than transfers, (4) transfers had slightly higher credit-completion ratios than new students, females had higher credit-completion ratios than males, and vocational education majors had higher credit-completion ratios than liberal arts majors or other unclassified students; (5) changes of major were made by 6% of the new and 5% of the transfer students, (6) at the end of two semesters, 1% of the new and 2% of the transfer students had graduated; (7) females had higher graduation rates than males, and vocational education majors had higher graduation rates than liberal arts students; and (8) fall 1974 and fall 1975 entering students were found to be quite similar in their student progression characteristics at the end of their second semester. Data is presented in tabular form throughout this report. (Author/JDS)

164.

ED 130 692 95 JC 760 571
Analysis of Nelson-Denny Reading Test Scores, Leeward Community College, Fall 1975 New Students. Student Flow Project, Report No. 13.
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Oct 76
Note—14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Academic Achievement, Age, College Freshmen, College Majors, Community Colleges, Correlation, *Grade Point Average, *Junior Colleges, Junior College Students, *Reading Tests, Sex Differences, Statistical Analysis, *Student Characteristics
Identifiers—Hawaii, *Nelson Denny Reading Test

This document represents one of a series of continuing reports on student flow in Hawaii community colleges. The purpose of this study was to explore the relationship of student scores on the Nelson-Denny Reading Test (NDRT) to academic performance as reflected by grade point averages (GPA). NDRT scores for 1,981 entering students at Leeward Community College in 1975 provided the data used in the study. Analysis of student scores on the NDRT Vocabulary section revealed that highest mean scores were found among older students, married students, graduates of mainland high schools, liberal arts majors, students with GPA's of at least 3.5, and continuing students. Analysis of student scores in the NDRT Comprehension section revealed that highest mean scores were found among females, younger students, single students, graduages of Hawaii's private schools, liberal arts majors, students with GPA's of at least 3.5, and continuing students. Correlation coefficients between GPA and Vocabulary scores and between GPA and Comprehension scores were .224 and .111, respectively. A correlation coefficient of .664 was found between Vocabulary and Comprehension scores. Results indicated that students differed significantly in performance on the total NDRT by the following characteristics: sex, age, high school background, educational objective, curriculum program, grade point average, and continuing/non-continuing status. (JDS)

165.

ED 130 734 95 JC 760 616
Analysis of Persistence After Four Semesters, Fall 1974 Entering Students. Student Flow Project, Report No. 15.
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Nov 76
Note—63p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Age, College Credits, College Majors, Community Colleges, *Dropouts, Grade Point Average, *Junior Colleges, *Longitudinal Studies, Part Time Students, *Persistence, School Holding Power, Student Behavior, *Student Characteristics
Identifiers—*Student Flow

An analysis of persistence of 9,171 fall 1974 entering students in Hawaii community colleges, by various characteristics, was conducted. Characteristics focused on were: sex, age, marital status, high school background, entry, status (full- or part-time), educational objective, program, grade point average (GPA), and credit completion ratio. Data were analyzed for the community college system total and for each campus by the student characteristics, as well as for each campus by program clusters enrolling at least 50 students and by student characteristics. A general profile of persisters indicated they were: below 19 years of age at time of entry, had attended Oahu public high schools, were full-time students, were working for A. S. degrees, were enrolled in the business or hotel/food services program, had GPA's of 2.0-2.9, and had high credit completion ratios. Non-persisters were found in high proportion among: the 22-24 year old group, students who graduated from high schools on the mainland or U.S. possessions, part-time students, students with GPA's below 2.0, and students who completed less than half of their attempted credits. Overall, 30% of the fall 1974 entering students attended one semester only, 22% attended two semesters, 11% attended three semesters, 29% attended four semesters, and 8% graduated. Appended are detailed tables on persistence rates--total and disaggregated. (Author/JDS)

166.

ED 131 879 95 JC 760 639
Fall 1975 Entering Students in Fall 1976: A Comparison of Continuing and Non-Continuing Students at the Beginning of Their Third Semester. Student Flow Project, Report No. 16.
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Nov 76
Note—35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Age, *Cohort Analysis, College Majors, Community Colleges, Demography, *Dropout Rate, Educational Objectives, Grade Point Average, *Junior Colleges, Longitudinal Studies, Marital Status, Part Time Students, *Persistence, *Student Characteristics
Identifiers—*Hawaii

This document analyzes the characteristics of continuing and non-continuing students in Hawaii community colleges in fall of 1976, the third semester for the fall 1975 entering group. Analyses were made in terms of sex, age at time of entry, marital status, high school background, entry status, full/part-time status, educational objective, program, grade point average and credit completion ratio. Results indicated: (1) overall, the mean continuation rate was 64%; (2) significant differences in continuation rates between campuses existed; (3) males and females had identical continuation rates, (4) highest continuation rates were for those below age 19 at time of entry, (5) single students had higher continuation rates than married students, (6) new students had higher continuation rates than transfers, (7) full-time students had higher continuation rates than part-timers, (8) those seeking A. S. degrees and technology students had higher rates than those not in these categories, (9) students with grade point averages from 2.0 to 3.4 had higher continuation rates than other students, and (10) students with the highest credit-completion ratios had higher continuation rates than those with the lowest credit-completion ratios. Statistically significant differences in continuation rates were found for all characteristics studied except sex. (Author/JDS)

167.

ED 132 992 95 JC 770 029
Fall 1975 Entering Students Not Continuing in the Same Community College in Fall 1976. Student Flow Project, Report No. 17.
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Dec 76
Note—83p.; Best copy available
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Community Colleges, Demography, Dropout Attitudes, Dropout Characteristics, *Dropout Research, *Dropouts, Employment Patterns, *Followup Studies, *Junior Colleges, Longitudinal Studies, Participant Satisfaction, Questionnaires, *State Surveys, Transfer Students
Identifiers—*Hawaii

A questionnaire was sent to 2,045 students who had entered Hawaii community colleges in fall 1975, continued their enrollment in spring 1976, but who did not enroll in fall 1976 for a third semester. The purpose of the questionnaire was to obtain data on reasons for non-continuance, to obtain information on the fall 1976 activities of non-continuing students and on their future educational plans, and to provide non-continuing students with an opportunity to evaluate their community college experience. A total response rate of 43% was achieved. Results of data analysis indicated: (1) major reasons for non-continuance were transfer to another college (24%), work preference (15%), and desired classes unavailable (15%); (2) 56% of the respondents were working in fall 1976 while 27% were attending another school; (3) 50% indicated plans to continue their education in spring 1977 and 13% planned to continue at a later time; and (4) the best average ratings of characteristics of the college experience were for friendship with other students and for instruction, while the lowest rating was for the variety of courses available. Tabular data are presented throughout the report. Additionally, data are analyzed according to institution, non-continuing student demographic characteristics, and type of educational program. (JDS)

168.

ED 134 264 95 JC 770 104
Applications, Acceptances and Registrations, Fall 1976. Student Flow Project, Report No. 18.
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jan 77
Note—11p.; For related documents, see ED 116 750-752
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Cohort Analysis, *College Admission, College Freshmen, Community Colleges, *Enrollment Rate, *Junior Colleges, Junior College Students, Liberal Arts Majors, *School Registration, *Student Application, Transfer Students, Vocational Education
Identifiers—Hawaii

This document, part of a series of reports on student flow in Hawaii's seven community colleges, analyzes patterns in student applications, acceptances, and registrations for fall 1976. New student applications for admission numbered 9,642 and transfer applications numbered 4,465. The application-acceptance-registration patterns for fall 1976 for new and transfer students were similar to those reported for fall 1975; the colleges accepted 91% of all new applicants and 86% of transfer applicants, and of those admitted, 72% and 63%, respectively, actually enrolled. Additional analysis showed slightly higher proportions of males than females were accepted in the new and transfer groups, at least 85% of new and transfer students were enrolled at the campus of their first choice, and slightly higher proportions of applicants in the new student group were accepted than in the transfer group. Of those accepted for the liberal arts program, 72% of new students accepted and 63% of transfer students accepted actually enrolled in the liberal arts program, while of those accepted for vocational education programs, 72% and 66%, respectively, actually enrolled in vocational education programs. Overall, the acceptance-registration rates were comparable to those of fall 1975 in terms of sex, program, and campus. Tabular and graphic data for the system and for individual campuses are included. (JDS)

169.

ED 134 265 95 JC 770 105

Stability of Educational Plans for Fall 1976; An Analysis of Educational Plans Made in Spring 1976 for Fall 1976. Student Flow Project, Report No. 19.

Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Note—32p.; Some pages may be marginally legible due to small type of original; For related documents, see ED 116 750-752

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Cohort Analysis, Community Colleges, Dropout Characteristics, *Educational Objectives, *Enrollment, Goal Orientation, *Junior Colleges, *Junior College Students, Persistence, Statistical Data, Student Characteristics, Surveys

Identifiers—Hawaii

In order to study the relationship between students' educational plans and deeds, questionnaires were administered in spring 1976 to two groups of University of Hawaii (UH) community college students who entered in fall 1975: continuing students in their second semester at Hawaii, Honolulu, Maui, and Windward community colleges, and non-continuing students who left after one semester of enrollment at any one of the seven community colleges. Of 2,104 continuing students surveyed, 92% (1,926) had educational plans for fall 1976; almost all (1,870) planned to attend a UH campus. Of those with UH plans, 69% enrolled in fall 1976 as planned, 8% enrolled at a different UH campus than originally planned, and 23% did not enroll. Higher proportions of males, students below 19 years at entry, students in technology, and students with grade point averages of 3.0 to 3.4 actually enrolled as planned. Of those continuing students with no educational plans, over half returned to a UH campus in fall 1976. Of 877 non-continuing students, 430 (49%) had educational plans for fall 1976 and 321 planned to attend a UH campus. Of those with UH plans, 46% enrolled as planned, 5% enrolled at another campus, and 49% did not enroll. Differences between educational plans and actual enrollment were analyzed according to five student characteristics: sex, age, program, cumulative grade point average, and entry status. (JDS)

170.

ED 133 032 95 JC 770 073

Spring 1976 Non-Continuing Students Registered at Other Community Colleges; Fall 1975 Entering Students. Student Flow Project, Report No. 20.

Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Note—26p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, *Cohort Analysis, Community Colleges, Demography, Dropouts, Followup Studies, *Junior Colleges, *Student Characteristics, *Transfer Students

Identifiers—Hawaii

As part of a continuing study of student flow in Hawaii community colleges, characteristics of fall 1975 entering students who did not continue at the same community college in spring 1976 but who registered at another public community college were examined. Characteristics studied were sex, entry status, full/part-time status, program, grade point average, credit completion ratio, and cumulative credits earned. Of 2,499 non-continuing students in spring 1976, 140 (6%) registered at another community college. Of these 140, 56% were males, 71% were new students, 56% were full-time students, 59% were liberal arts majors, 37% had grade point averages below 2.0, 40% had credit-completion ratios below .50, and 74% were students with less than 12 cumulative credits. Only 46% retained the same major field of study. Significant differences were found between the total population of non-continuing students and those who registered at another college on five of the seven characteristics studied: full/part-time status, program, grade point average, credit-completion ratio, and cumulative credits. Findings are presented for each campus and tabulated data are appended. (JDS)

171.

ED 135 448 95 JC 770 181

Survey of 1975-76 Graduates: Community Colleges. Student Flow Project, Report No. 22.

Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Note—90p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*College Environment, Community Colleges, Educational Experience, Educational Objectives, *Employment Patterns, Evaluation, Followup Studies, *Graduate Surveys, *Junior Colleges, *Participant Satisfaction, Student Characteristics, Student Opinion, Transfer Students

Identifiers—*Goal Attainment, *Hawaii

All 2,346 graduates of Hawaii community colleges 1975-76 were surveyed in September 1976 using a two-part questionnaire intended to elicit from students both general information and a general evaluation of the students' college experience. The evaluation section requested a rating of importance of 11 educational goals and 12 expectations, and a rating of the degree to which goals and expectations were fulfilled. A response rate of 65% was achieved. Analysis of the systemwide data showed: (1) 40% of the graduates were employed, 22% were enrolled in school and employed, and 9% were enrolled in school; (2) of those attending school, 48% were liberal arts majors, 65% were part-time students, and 63% were seeking bachelor's degrees; (3) of those employed, 71% were working full-time, 41% felt their course work was very relevant to their jobs while 32% felt their course work was somewhat relevant, and 36% felt that their present jobs were the type in which they would probably make their career; and (4) in terms of evaluating their college experience, 90% considered being educated for an occupation as very important, approximately 75% felt that their very important goals had been attained, and 79% considered having been able to choose from a large curriculum as being very important. Analyses of the survey data for each campus are included as are tabular data displaying survey responses. The survey instrument is appended. (JDS)

Illinois

172.

ED 015 732 JC 670 844

JOHNSON, ERIC H. AND OTHERS

TWO-YEAR COLLEGES, A REPORT TO THE ILLINOIS BOARD OF HIGHER EDUCATION, DECEMBER 1963.

PUB DATE DEC 63

EDRS PRICE MF-$0.25 HC-$1.64 39P.

DESCRIPTORS *EDUCATIONAL FINANCE, *HIGHER EDUCATION, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, BOARDS OF EDUCATION, EDUCATIONAL ADMINISTRATION, STATE SCHOOL DISTRICT RELATIONSHIP,

THIS 1963 REPORT, PREPARED FOR THE BOARD'S USE IN DEVELOPING A STATEWIDE MASTER PLAN INCLUDING THE JUNIOR COLLEGE, PRESENTED THREE ALTERNATE PLANS--(A) A SYSTEM SUPPORTED AND CONTROLLED BY A STATE AGENCY, (B) EXPANSION OF THE PRESENT SYSTEM BY ENLARGING REGIONS SERVED AND BY COORDINATING THEIR OPERATION, AND (C) ESTABLISHMENT OF 2-YEAR BRANCH CAMPUSES OF STATE UNIVERSITIES TO SERVE A JUNIOR COLLEGE REGION AND LEVEL OF EDUCATION. THE PRINCIPAL DIFFICULTY OF PLAN A WOULD BE IN COORDINATING FINANCES AND CURRICULA WITH COLLEGES ALREADY IN EXISTENCE AND UNDER LOCAL CONTROL. THE MAIN OBJECTION TO PLAN B WAS THAT SUCH AN UPWARD EXTENSION OF A COMMON SCHOOL DISTRICT STRUCTURE WOULD PLACE A LIMIT ON COMPREHENSIVE PROGRAMS AND LARGE ENROLLMENTS. THE DRAWBACKS TO PLAN C WERE (1) LIMITATIONS ON TECHNICAL AND OTHER TERMINAL CURRICULA, (2) CONTROL BY AND RESPONSE TO THE PARENT UNIVERSITY RATHER THAN TO LOCAL NEEDS, (3) FINANCIAL INCOMPATIBILITY BETWEEN LOCAL FUNDING AND UNIVERSITY TUITION FEES, AND (4) CONFLICT BETWEEN UNIVERSITY ENTRANCE REQUIREMENTS AND THE JUNIOR COLLEGE'S OPEN-DOOR POLICY. PLAN A WAS FINALLY RECOMMENDED, TO REGARD THE JUNIOR COLLEGE SYSTEM AS PART OF THE STATE'S HIGHER EDUCATION PROGRAM, AND A PLAN WAS PRESENTED FOR ITS ORGANIZATION, THE ESTABLISHMENT, COMPOSITION, AND POWERS OF ITS BOARD OF CONTROL, ITS RELATIONSHIP TO THE STATE BOARD, AND ITS FINANCING. IMMEDIATE ACTION OF THE ACQUISITION OF SITES AND APPROPRIATION OF FUNDS WAS ALSO RECOMMENDED. (HH)

173.

ED 017 270 JC 680 047

STANDARDS AND CRITERIA FOR THE EVALUATION AND RECOGNITION OF ILLINOIS PUBLIC JUNIOR COLLEGES.

ILLINOIS JUNIOR COLL. BOARD, SPRINGFIELD

PUB DATE 08 DEC 67

EDRS PRICE MF-$0.25 HC-$0.80 18P.

DESCRIPTORS *EDUCATIONAL LEGISLATION, *JUNIOR COLLEGES, *MASTER PLANS, *PROGRAM PLANNING, *STATE DEPARTMENTS OF EDUCATION, ADMINISTRATIVE ORGANIZATION, COLLEGE ROLE, ILLINOIS, STATE LEGISLATION, STATE PROGRAMS,

THIS BRIEF REPORT ON THE ILLINOIS PUBLIC JUNIOR COLLEGE ACT STATES THE OBJECTIVES, PHILOSOPHY, AND MINIMUM STANDARDS FOR JUNIOR COLLEGES, GIVES EXCERPTS FROM THE ACT ITSELF, DEFINES CLASS I AND II DISTRICTS, AND DESCRIBES THE ORGANIZATION OF THE DISTRICT JUNIOR COLLEGE BOARD. THE ACT ENCOURAGES COMPREHENSIVENESS IN EACH DISTRICT, TO BE ACHIEVED BY EXPANDING THE COMMUTER INSTITUTIONS, INCREASING THE VARIETY OF TECHNICAL AND SEMI-TECHNICAL COURSES, ENLARGING ALL LOWER DIVISION PROGRAMS, AND EXPERIMENTING WITH WAYS, ESPECIALLY IN TESTING AND COUNSELING, TO ASSIST THE UNDER-EDUCATED TO UPGRADE THEMSELVES FOR ADMISSION TO TRANSFER OR OCCUPATIONAL COURSES. TO MEET THE RECOMMENDATIONS OF THE MASTER PLAN, THE COLLEGES MUST OFFER (1) DEGREE-ORIENTED PROGRAMS FOR TRANSFER, (2) OCCUPATIONAL, TECHNICAL, AND SEMI-TECHNICAL COURSES, OF TWO YEARS OR LESS, LEADING TO EMPLOYMENT, (3) ADULT EDUCATION AND COMMUNITY SERVICE PROGRAMS FOR FORMAL OR INFORMAL LEARNING, (4) DEVELOPMENTAL

STUDIES TO PREPARE THE STUDENT FOR TRANSFER OR TECHNICAL COURSES, AND (5) A LIBERAL EDUCATION CORE IN ALL PROGRAMS. THE REPORT ALSO DESCRIBES THE ORGANIZATION OF THE ADMINISTRATIVE AND TEACHING FACULTY, THE STUDENT PERSONNEL PROGRAM'S STAFF AND SERVICES (ADMISSION, COUNSELING, PLACEMENT, AND FOLLOWUP), LIBRARY STANDARDS (STAFF, BOOK AND PERIODICAL COLLECTION, AND OTHER INSTRUCTIONAL MATERIALS), THE COLLEGES' FINANCIAL STRUCTURE, AND THE PROCEDURES FOR OBTAINING STATE BOARD RECOGNITION. (HH)

174.

ED 019 079 **JC 680 158**
GLENNY, LYMAN A.
A MASTER PLAN FOR HIGHER EDUCATION IN ILLINOIS AND THE ILLINOIS PUBLIC JUNIOR COLLEGE ACT. (TITLE SUPPLIED).
ILLINOIS STATE BOARD OF HIGHER EDUC., SPRINGFIELD
EDRS PRICE MF-$0.75 HC-$7.76 192P.
DESCRIPTORS– *BOARDS OF EDUCATION, *JUNIOR COLLEGES, *MASTER PLANS, *STATE LEGISLATION, HIGHER EDUCATION, ILLINOIS, STATE PROGRAMS,

THIS MASTER PLAN FOR HIGHER EDUCATION IN ILLINOIS IS IN FOUR DOCUMENT--(1) THE ORIGINAL MASTER PLAN OF JULY 1964, (2) THE MASTER PLAN, PHASE II, PUBLISHED DECEMBER 1966, (3) THE TEXT OF THE ACT, APPROVED AUGUST 22, 1961, CREATING A BOARD OF HIGHER EDUCATION, AND (4) THE ILLINOIS PUBLIC JUNIOR COLLEGE ACT, REPRINTED FROM ILLINOIS REVISED STATUTES, 1967. THESE PUBLICATIONS COULD SERVE AS GUIDES TO THOSE DEVISING MASTER PLANS IN OTHER REGIONS. (HH)

175.

ED 019 946 **JC 680 189**
ANDERSON, ERNEST F. SPENCER, JAMES S.
REPORT OF SELECTED DATA AND CHARACTERISTICS, ILLINOIS PUBLIC JUNIOR COLLEGES, 1967-68.
ILLINOIS JUNIOR COLL. BOARD, SPRINGFIELD
PUB DATE 68
EDRS PRICE MF-$0.50 HC-$3.84 94P.
DESCRIPTORS– *ANNUAL REPORTS, *COLLEGE CURRICULUM, *ENROLLMENT, *JUNIOR COLLEGES, *STATE PROGRAMS, COSTS, EDUCATIONAL FINANCE, ENROLLMENT TRENDS, FACULTY, ILLINOIS, OPERATING EXPENSES, STUDENT CHARACTERISTICS, TEACHER BACKGROUND, TEACHER QUALIFICATIONS, TEACHER SALARIES, TEACHING LOAD.

IN FALL 1967, THE 32 ILLINOIS PUBLIC JUNIOR COLLEGES ENROLLED 83,804 STUDENTS, REPRESENTING 52,327 FULL-TIME EQUIVALENTS. THIS REPORT PROVIDES DETAILED INFORMATION FOR THE SYSTEM AND FOR EACH COLLEGE--(1) ENROLLMENT DATA, (2) APPLICATIONS, ADMISSIONS, AND ENROLLMENTS, (3) HIGH SCHOOL RANKS AND ENTRANCE TEST SCORES OF ENTERING FRESHMEN, (4) DISTRIBUTION OF COURSES, SECTIONS AND CREDIT HOURS OFFERED, (5) GRADUATES, (6) LIBRARY DATA, (7) FACULTY BACKGROUND, COURSE, TEACHING LOAD, AND SALARY SCHEDULES, (8) DISTRICT WEALTH, AND (9) COSTS, REVENUES, AND CURRENT EXPENSES. DATA ARE PRESENTED IN 61 TABLES, WITH EXPLANATORY TEXT. (WO)

176.

ED 030 723 **VT 008 579**
Pachucki, Chester
A Survey of Career Programs in Illinois Public Junior Colleges. Fall Term 1968.
Illinois Junior Coll. Board, Springfield.
Pub Date Jan 69
Note—20p.
EDRS Price MF-$0.25 HC-$1.10
Descriptors—*Careers, College Programs, Community Colleges, Educational Opportunities, Enrollment, Health Occupations Education, *Junior Colleges, Office Occupations Education, School Surveys, Service Education, *State Surveys, *Technical Education, Trade and Industrial Education, Units of Study (Subject Fields), Vocational Agriculture, *Vocational Education
Identifiers—*Illinois

One of the most significant educational developments in the junior colleges in Illinois is the commitment to career oriented programs. In 1960, five junior colleges offered five specialized technical programs. In the 1968-69 school year, 41 campuses offered 89 areas of specialization with a total of 610 programs including 483 associate degree and 127 certificate programs. Enrollments in career oriented programs numbered 2,891 or 22.2 percent of total enrollment, with credit hours totaling 182,284 or 19.8 percent of the total credit hours represented by the enrollment. The breakdown of program offerings is as follows: associate degree programs--(1) business, secretarial, 39.5 percent, (2) technology, 26.1 percent, (3) health, 12.2 percent, (4) public service, 8.5 percent, (5) agriculture, 8.1 percent, (6) trades, 1.5 percent, and (7) others, 4.1 percent; and certificate programs--(1) business-secretarial, 37.8 percent, (2) health, 18.8 percent, (3) technology, 16.5 percent, (4) trades, 16.5 percent, (5) public service, 6.4 percent, (6) agriculture, 2.4 percent, and (7) others, 1.6 percent. The document presents detailed tabulations of programs offered, campuses offering specific programs, numbers of sections and class sizes. (FP)

177.

ED 038 122 **JC 700 089**
Committee on Preparation of Junior College Teachers: Master Plan Phase III.
Illinois State Board of Higher Education, Springfield.
Pub Date Jun 69
Note—17p.
EDRS Price MF-$0.25 HC-$0.95
Descriptors—*Junior Colleges, Personnel Needs, *Teacher Education, *Teacher Education Curriculum
Identifiers—Illinois

The purpose of this report is to outline recommendations for submission to the Illinois Board of Higher Education on the preparation of junior college teachers. Ways in which Illinois' universities could alleviate the shortage and improve the quality of junior college teachers are suggested. The report is organized into two parts, consisting of the preparation of instructors (1) in liberal arts and general education areas, and (2) in technical subjects. Part one recommends upgrading the present master's degree programs, establishing new programs, and designing new doctoral programs specifically for the junior college area. Part two focuses on the preparation of teachers of technical subjects, indicating the need for vocational-technical teachers and recommending a curriculum and programs that would meet this need. (BB)

178.

ED 047 683 **JC 710 071**
Standards and Criteria for the Evaluation and Recognition of Illinois Public Junior Colleges and Other Guidelines, Policies and Procedures Approved by the Illinois Junior College Board.
Illinois Junior Coll. Board, Springfield.
Pub Date 70
Note—45p.; Revised 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Board of Education Policy, *Board of Education Role, Boards of Education, *Educational Specifications, Evaluation Criteria, *Junior Colleges, *State Boards of Education
Identifiers—*Illinois

The Illinois Junior College Board's role, standards, and guidelines, and those of the Illinois public junior colleges are outlined in three parts. The first (Philosophy, Roles, Relationships) deals with the role of the state board and its relationships to local boards and other state boards. The state board provides leadership in various activities relating to the development of the state system of junior colleges. The second (Standards and Criteria) discusses the legal basis for evaluation, administration, curriculum, instruction, and student personnel services. The third (State Board Policies, Procedures, and Guidelines) considers policies relating to programs, reimbursement and recognition, and facilities development. (CA)

179.

ED 091 024 **JC 740 153**
Guidelines for the Seventies; Proceedings. Working Conference on Adult Education in Illinois Junior Colleges.
Illinois Junior Coll. Board, Springfield.
Pub Date Mar 70
Note—36p.; Conference held March 19 and 20, 1970
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Adult Education; *Community Colleges, Conferences, *Continuation Education, *Junior Colleges

After three brief listings of the status of adult education in Illinois junior colleges, papers were presented on The Role of Continuing Education in the Community College; The Role of Leadership for Community Services in Illinois Community Colleges; Developing Guidelines--Identification of Problem Areas; Challenges for Adult Continuing Education in Illinois; Guidelines for the 70's; Drafting of Guidelines, and Recommendations Regarding Them; and Dialogue of Synthesis: Implications of Guidelines for Local Adult Education Programs. The Tentative Guidelines which resulted from the conference were the subject of further discussion at the Fifth Annual Statewide Junior College Conference at Peoria on May 7 and 8, 1970. (Author/SM)

180.

ED 047 679 **JC 710 067**
Tomlinson, Robert M. Rzonca, Chester S.
An Exploratory Analysis of Differential Program Costs of Selected Occupational Curricula in Selected Illinois Junior Colleges. Final Report.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.
Report No—RDC-A1-028
Pub Date Jan 71
Note—194p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Cost Effectiveness, Educational Finance, *Junior Colleges, *Program Costs, *Resource Allocations, Technical Education, *Vocational Education
Identifiers—Illinois

This cost differential study was designed to use data collected by the Division of Vocational and Technical Education and the Illinois Junior College Board in an effort to analyze differential program costs of selected occupational curricula in six sample community colleges incurred in the fiscal year 1968-69. To be effective, a cost accounting system must be developed one year in advance of planned use. The objectives of the educational system and specific institutions, as well as the nature of the instructional program, provide a framework within which all cost analysis must be conducted and interpreted. The most significant variable affecting the cost per student-hour, the course cost, and the program cost is the size of enrollment in individual classes. This study has also (1) stressed the need of the Division of Vocational and Technical Education for accurate cost data, (2) pointed out some limitations of the Unit Cost Study conducted by the Illinois Junior College Board, (3) described some of the problem areas and weaknesses of methods used to allocate costs, and (4) provided recommendations implementing an accurate program cost identification system. (CA)

181.

ED 060 199 **VT 014 774**
Borgen, Joseph A. Davis, Dwight E.
An Investigation of Decision-Making Practices in Illinois Junior Colleges with Implications Toward a Systems Approach to Curriculum Development and Evaluation in Occupational Education As Part of the Phase II Report.
Joliet Junior Coll., Ill.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.
Pub Date May 71
Note—178p.
Available from—Illinois Occupational Curriculum Project, Joliet Junior College, 1216 Houbolt Avenue, Joliet, Ill. 60436 ($1.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Community Colleges, *Curriculum Development, *Decision Making, Formative

Evaluation, *Junior Colleges, *Models, Program Development, Program Evaluation, Research Projects, Systems Approach, *Vocational Education

Identifiers—Illinois Occupational Curriculum Project, IOCP

As part of the Phase II report of the Illinois Occupational Curriculum Project, this document focuses on the structuring of a model for occupational curriculum development and evaluation. Thus, a questionnaire was developed to identify: (1) the tasks and various activities within the institutions, (2) some of the key curriculum changes that have been made and how these changes have progressed from the initial effort to final adoption, and (3) the decisions made, how they were made, and who was involved in them. Conclusions based on data collected and analyzed included: (1) More junior and community colleges should complete a manpower survey, (2) Job analysis surveys should be completed or utilized in occupational program planning, (3) One of the primary methods used in the development of occupational programs and courses was the reviewing of programs of other institutions, and (4) Most of the decisions pertaining to occupational program identification and development were made by the occupational dean. Upon completion of Phase II of this project, Phase III is proposed for pilot testing the model. Related documents are available as VT 014 775 and VT 014 776 in this issue, and ED 050 270. (JS)

182.

ED 060 200 **VT 014 775**

Borgen, Joseph A. Davis, Dwight E.

An Investigation of Systems Designs and Management Techniques with Implications Toward a Systems Approach to Curriculum Development and Evaluation in Occupational Education As Part of the Phase II Report.

Joliet Junior Coll., Ill.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date May 71

Note—65p.

Available from—Illinois Occupational Curriculum Project, Joliet Junior College, 1216 Houbolt Avenue, Joliet, Ill. 60436 ($1.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Colleges, *Curriculum Development, Decision Making, Formative Evaluation, *Junior Colleges, Management Systems, *Models, Program Development, Program Evaluation, Research Projects, Research Reviews (Publications), *Systems Approach, Systems Development, *Vocational Education

Identifiers—Illinois Occupational Curriculum Project, IOCP

As part of the Phase II report of the Illinois Occupational Curriculum Project, this document summarizes efforts made to: (1) gain a familiarity with the terminology and theory of systems modeling, (2) study the application of systems modeling in various management settings, and (3) identify factors to be considered in selecting and developing a systems modeling technique for use by occupational administrators. Ultimately the contents of this report will be combined with data gathered in two other major areas of investigation to form the basis for the development of a system model and related guidelines for occupational curriculum development and evaluation. Findings, based on a review of the literature and the opinions of consultants, include: (1) The development of a model should involve the identification of factors relating to the occupational curriculum, whether within the institution or outside the institution, and relating these factors to each other and to the curriculum system as a whole, and (2) The selection of a modeling technique should consider the purpose the model will serve. After careful consideration, it was decided that the flow chart modeling technique using Logos language would be used for this project. Related documents are available as VT 014 774 and VT 014 776 in this issue, and ED 050 270. (JS)

183.

ED 060 201 **VT 014 776**

Borgen, Joseph A. Davis, Dwight E.

An Investigation of Curriculum Development and Evaluation Models with Implications Toward A Systems Approach to Curriculum Development and Evaluation in Occupational Education As Part of the Phase II Report.

Joliet Junior Coll., Ill.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date May 71

Note—83p.

Available from—Illinois Occupational Curriculum Project, Joliet Junior College, 1216 Houbolt Avenue, Joliet, Ill. 60436 ($1.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Colleges, *Curriculum Development, Curriculum Research, Decision Making, Formative Evaluation, Junior Colleges, *Models, Program Development, Program Evaluation, Research Projects, *Research Reviews (Publications), *Systems Approach, *Vocational Education

Identifiers—Illinois Occupational Curriculum Project, IOCP

As part of the Phase II report of the Illinois Occupational Curriculum Project (IOCP), this document summarizes the investigative activities and resulting implications of both Phase I and Phase II. Based on the review of literature, conclusions and implications were stated which included: (1) The alternative strategies for curriculum development available in the literature may be broadly divided into Tylerian Models, Systems Models, and Product Development Models, (2) The state of the art in curriculum development presently evidences little forecasting power as a consequence of the absence of sound scientific of technical theorizing, (3) The development of any evaluation system from among the suggested prototypes should provide the user with flexibility and the opportunity to attend to alternative evaluate procedures, (4) The development of the IOCP Model should attempt to consider the critical aspects of various theories and philosophies of curriculum development, and (5) The IOCP model should attend to the human problems involved in implementation. Phase III of this project will be devoted to pilot testing the model. Related documents are available as VT 014 774 and VT 014 775 in this issue, and ED 050 270. (JS)

184.

ED 060 212 **VT 014 852**

Rzonca, Chester S. Tomlinson, Robert M.

A System Model for the Collection, Processing, Summarization and Comparison of Course Cost, Enrollment and Reimbursement Data at the Community College Level. Final Report.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield.

Pub Date Aug 71

Note—339p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Community Colleges, Educational Accountability, Electronic Data Processing, *Enrollment, Expenditures, *Information Systems, Junior Colleges, Models, *Operating Expenses, Program Costs, *State Aid, Systems Approach

Identifiers—*Illinois, Reimbursement Data

This study was conducted to provide recommendations necessary for the implementation of a coordinated educational data processing system and to compare operational costs and selected resources in five public junior colleges in Illinois. Possible uses include: (1) identifying students served and services rendered, (2) determining costs for state appropriation requests, (3) developing sound techniques for managing expenditures at the state and local levels, (4) improving the allocation of costs between different programs, and (5) determining the location and number of programs. The system stresses the need for accurate source data identification, efficient data collection and processing, and a common data base for multi-agency use. (BH)

185.

ED 101 794 **JC 750 148**

Report of Selected Data and Characteristics of Illinois Public Junior Colleges, 1970-1971.

Illinois Junior Coll. Board, Springfield.

Pub Date 71

Note—109p.; Tables 79 and 80 not available due to marginal reproducibility

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Descriptors—*College Faculty, *Educational Finance, *Educational Programs, Enrollment Trends, Facility Inventory, Facility Utilization Research, Junior College Libraries, *Junior Colleges, Program Costs, Student Characteristics, *Student Enrollment, Tables(Data)

Identifiers—*Illinois

This document presents tables and figures relating to all aspects of the community college program on all 46 campuses in Illinois as of fall 1970. Officers and members of all local boards of trustees are listed. Enrollments are broken down into full-time and part-time; day and evening; freshman, sophomore, and unclassified; credit, credit equivalency, and nonapportionment; and "in-district" and "out-of-district" students. Rank in high school graduating class of entering freshmen and academic standing of transfer students are tabulated. Faculty are described in terms of full-time or part-time, classification, academic preparation, previous experience, and teaching load. Educational programs are characterized by the number of approved programs, headcounts, and credit hours taught in each of five broad program categories. Library resources are described by the number of volumes held, the percentage of holdings in each subject area, and the availability of library and other learning resources. Financial resources and expenditures are detailed, and site and facilities characteristics and utilizations are presented. Academic calendars for all campuses are summarized. (DC)

186.

ED 079 527 **VT 020 721**

Koch, James V.

A Benefit-Cost Analysis of Vocational-Occupational Training at Selected Illinois Junior Colleges.

Mid State Educational Consultants, Normal, Ill.

Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date [72]

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Colleges, *Cost Effectiveness, Educational Economics, Investment, *Junior Colleges, *Post Secondary Education, Program Effectiveness, *Resource Allocations, School Funds, *Vocational Education

Identifiers—*Illinois

This benefit-cost analysis of occupational-vocational training offered at five selected junior colleges in Illinois compares the economic benefits of occupational-vocational training (primarily income) to the economic costs of such training. Both the view of the private individual and the view of society are taken. The results indicate that occupational-vocational training is: (1) a profitable investment for the typical student, given his or her usual alternatives, (2) a profitable investment for society, particularly when compared to conventional college transfer programs in community colleges, and (3) apparently less profitable an investment in Illinois than nationwide. The term "profitable" investment as used here means that the rate of return on whatever money and resources that have been invested is greater than the rate of return that is realized on typical investments elsewhere in education and in society, e.g., the rate of return on college education or the rate of return on a corporate bond. (Author)

187.

ED 079 524 VT 020 715

Forgey, George W.

Survey Study of Selected Illinois Vocational Education Personnel: Qualifications, Needs, Trends, and Implications. Final Report.

Mid State Educational Consultants, Normal, Ill

Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield

Pub Date Aug 72

Note—94p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Area Vocational Schools, Community Colleges, *Counselors, Educational Needs, Educational Trends, Employment Qualifications, Income, Junior Colleges, *School Surveys, Secondary Schools, Teacher Qualifications, Teaching Experience, *Vocational Directors, *Vocational Education Teachers, Work Experience

Identifiers—*Illinois

A survey was made of Illinois Vocational education personnel in six high schools, six area vocational centers, and three junior colleges to review the qualifications, needs, difficulties, and working conditions of vocational education personnel and to assess ways in which other educational agencies might assist in upgrading the qualifications of vocational education personnel in occupational programs. Data were collected using two questionnaires. One questionnaire, which was completed by each school's vocational education director, sought information about certification, length of tenure, teaching, counseling, administrative, and service responsibilities, while the second questionnaire, which was completed by teachers, counselors, and directors, yielded information on educational background, occupational experience, education and guidance courses, and needs and difficulties encountered in acquiring additional credit in occupational experience. Usable return from 339 of the 359 respondents revealed that (1) Traditional salary schedules were not constructed to reward productivity, (2) Occupational experience was viewed by administrators as being extremely important for an occupational teacher, (3) There was a trend for the high school to look to the area vocational center to assume much of the responsibility of providing occupational training, and (4) The vocational education personnel were mainly interested in vocational guidance, curriculum building, and technical courses. (SB)

188.

ED 095 970 JC 740 343

Illinois Junior College Management Information System. Manual I: Finance. Uniform Accounting Manual, 1972 Edition for 1972-73.

Illinois Junior Coll. Board, Springfield.

Pub Date [72]

Note—102p.

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—*Educational Finance, *Junior Colleges, *Management Information Systems, Manuals, Post Secondary Education, *School Accounting, State Colleges, State Programs

Identifiers—Illinois, *Uniform Accounting Manual

Some of the purposes of this Uniform Accounting Manual for the public junior colleges in Illinois are to provide the following: (1) guidelines for establishing a sound financial accounting system; (2) information on policies, procedures, and forms necessary to meet legal requirements of the State of Illinois for the public junior colleges; (3) a system for the development of uniform and comparable financial data on junior college operations; (4) accurate and timely financial information for all levels of management to serve as a basis for management decisions; (5) uniform terminology and classification of accounts; and (6) a base for cost accounting that will facilitate the preparation of the Unit Cost Study. The chapters of the manual are as follows: I. Philosophies and Objectives, II. Legal Basis and Related Fiscal Policy, III. Account Descriptions, IV. Chart of Accounts, V. The Budget, VI. Internal Control, and VII. External Independent Audit. Appendixes provide the Legal Basis, Definition of Terms, Financial Statements, and External Audits. (DB)

189.

ED 099 020 JC 740 461

Illinois Junior College Board Biennial Report, 1971-1972, to the Governor and the Members of the Illinois General Assembly. Report No. D-750.

Illinois Junior Coll. Board, Springfield.

Pub Date Mar 73

Note—53p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Annual Reports, College Curriculum, *Community Colleges, *Curriculum Planning, *Educational Finance, Educational Legislation, Enrollment Trends, Higher Education, *Junior Colleges, Post Secondary Education, State Aid, *State Colleges, *State Legislation

Identifiers—*Biennial Reports

This biennial report of the Illinois Junior College Board contains data on the community college program during 1971 and 1972. The report discusses the following topics: Selected Data of Illinois Public Junior Colleges; Organization of Higher Education in Illinois; Highlights of the Activities of the Illinois Junior College Board in 1971 and 1972; Summary of 1971 and 1972 Legislation Directly Affecting the Illinois Public Junior College Act; New Laws Affecting Junior Colleges But Not Directly Affecting Illinois Public Junior College Act; Legislative Recommendations of the Board for 1972; Historical Development; Beginning Headcount in Illinois Public Junior Colleges, Fall 1968 through 1972 and Projected Fall 1973; Full-Time Equivalent Students Enrolled for State Apportionment Payments 1967-68 through 1972-73, Estimated 1972-73 and Projected 1973-74; History of Financing Illinois Public Junior Colleges, 1965 through 1973; Summary of State Aid for Junior Colleges, 1971-1972; Comparisons of Appropriations for FY 72, FY 73, and Proposed FY 74; Explanation of Junior College Funding for 1973 and 1974; Uniform Accounting System; Junior College Unit Cost Study; Junior College Construction--Capital Funds; Statewide Curriculum Planning; Out-of-District Extension Courses; Curricula; Baccalaureate-Oriented Programs; Occupational Programs, General Studies; Classification of Offerings; Public Service; Student Services; Articulation; Recognition of Colleges; State Community College of East St. Louis; Research and Management Information Systems; Publications and Conferences; Annual Statewide Conference, 1971, 1972; Comprehensive-Community College Bulletin; and Illinois Junior College Board Office. (DB)

190.

ED 091 022 JC 740 151

Policies, Procedures, Guidelines, Rules and Regulations for the Administration and Operation of Public Junior Colleges. (Compilation of Existing Actions of the Illinois Junior College Board.)

Illinois Junior Coll. Board, Springfield.

Report No—D-500

Pub Date 15 Jun 73

Note—67p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Administrator Guides, *College Administration, *Educational Policy, Governance, *Junior Colleges, *Management Systems, Manuals, Master Plans, Post Secondary Education, State Standards

Identifiers—*Illinois Junior College Board

This document is a compilation of existing policies, procedures, guidelines, rules, and regulations previously adopted by the Illinois Junior College Board, from its establishment in September 1965 through May 1973. Also in the document is a listing of due dates for various documents that are to be sent to the board office during the following year. The 10 sections of the report are: Requirements for State Recognition; Administration; Instructional Programs; Public Service Programs; Learning Resources; Student Services; Finance; Physical Plant, Site and Construction; Research and Management Information; and Deadline Dates. The four appendixes to the report are: Official Forms; Management Information System Manual; Master-Planning Manual; and Uniform Accounting Manual. (DB)

191.

ED 092 764 CE 001 505

Block, Samuel A.

Adult Education for the Deaf of Illinois: A Needs Assessment.

Illinois Association of the Deaf, Jacksonville.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date Dec 73

Note—128p.

EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE

Descriptors—Adult Basic Education, *Adult Education, Census Figures, Classroom Communication, Community Colleges, *Deaf Education, Deaf Research, *Educational Needs, Educational Programs, *Educational Resources, Full State Funding, Interviews, Job Skills, Questionnaires, *Vocational Education

Identifiers—*Illinois

This report was designed mainly to develop information on the need and available resources for providing adult education programs for the hearing-impaired population of Illinois. Information was gathered through questionnaires mailed to persons identified through the records of the National Census of the Deaf, and follow-up interviews on a 200-case sample of respondents to the mail questionnaire. Questionnaires were sent to 4,300 and returned by 1,200 hearing-impaired persons--about 7 percent of the estimated total of such persons in the State. The survey indicated that about 75 percent of the respondents were interested in resuming educational activities, largely in basic education and upgrading of vocational skills. They also indicated an overwhelming preference for direct supportive communication in the classroom. The community college system in Illinois was rated an ideal one for delivery of adult education services to hearing-impaired persons in meaningfully-structured programs. Site visits to about one-third of these colleges established the acceptance of their directors of that principle. The report therefore included a recommendation for establishment of a State fund to finance special supportive services by community colleges and certain other educational institutions for that purpose. (Author/EA)

192.

ED 091 041 JC 740 170

Survey of the Institutional Research Function in the Public Community Colleges of Illinois.

Illinois Junior Coll. Board, Springfield.

Report No—RR-6

Pub Date Mar 74

Note—19p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Community Colleges, *Institutional Research, *Institutions, Junior Colleges, *Research, Research Design, Research Projects

This initial survey was an attempt to determine the present status of institutional research in the public community colleges. Since this was an initial survey, only the basic type of questions about the institutional research function at each community college were explored. The data gathered are presented in a series of tables with brief explanations. (Author/SGM)

193.

ED 091 037 JC 740 166

Faculty and Administrative Salaries in the Public Community Colleges of Illinois, 1973-74.

Illinois Junior Coll. Board, Springfield.

Pub Date Mar 74

Note—22p.; Data and Characteristics, Vol. 2, No. 3

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Administrative Personnel, College Faculty, *Community Colleges, *Faculty, Faculty Evaluation, *Faculty Promotion, Junior Colleges, *Salaries, Surveys

The 1973-74 survey is a combination of past years Faculty Salary Survey and Administrative Salary Survey. In addition, the present survey has been greatly attentuated because of a reduced budget and the commitment to collect less data from the community colleges where applicable. The survey instrument was designed to collect the information about faculty and administrative salaries which was deemed essential by the Council of Presidents and the Illinois Community College Board (ICCB) staff. Each community college reported data on a comparable basis as closely as was possible. The document consists of 15 tables and brief summaries of the tables. A copy of the survey questionnaire is also included. (Author/SGM)

194.

ED 091 032 JC 740 161

Howard, James M.

Operating Finance Report for Illinois Public Community Colleges for 1973-74.

Illinois Junior Coll. Board, Springfield.

Pub Date Apr 74

Note—78p.; Data and Characteristics, Vol. 2, No. 5

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—Accounting, *Community Colleges, Economics, *Economic Status, *Educational Economics, *Educational Finance, Financial Needs, Junior Colleges, Money Management

This report summarizes information relating to the financing of operations of Illinois public community colleges for the fiscal year 1973. Some information is also included on fiscal year 1974 financing. The basic purposes are: (1) to provide officials of individual colleges with summary and comparative information; (2) to provide the Illinois Community College Board staff with data relevant to the development of statewide planning and budgeting; and, (3) to provide often-requested financial information to the many state agencies, boards, commissions, and committees which are concerned with the financing of higher education. The report is divided into four separate parts and contains the following data: Part I-Summary and Overview; Part II-Revenue Data; Part III-Expenditure Data; and Part IV-Appendixes. (Author)

195.

ED 091 038 JC 740 167
Abstract of the ACT Class Profile for 1973-74 Freshmen Enrolled in Illinois Public Community Colleges.
Illinois Junior Coll. Board, Springfield.
Report No—RR-7
Pub Date May 74
Note—12p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*College Freshmen, College Students, *Community Colleges, *Student Ability, *Student Characteristics, Student Evaluation, Student Testing, *Testing Programs
Identifiers—ACT Profile, *American College Testing Program

Although the reader may wish to use the entire American College Testing (ACT) Program Profile for detailed study and comparison, this abstract is prepared to give a brief overview of the highlights contained in that report. The format presented in this abstract might also serve as a model for a brief profile of student characteristics at the local community college. (Author)

196.

ED 109 413 CE 004 248
Continuing Education Unit; Selected Conference Proceedings (Springfield, Illinois, September 19-20, 1974)
Illinois Junior Coll. Board, Springfield.; Illinois State Board of Higher Education, Springfield.
Pub Date 20 Sep 74
Note—56p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors—Academic Standards, *Accreditation (Institutions), *Adult Education Programs, Computer Storage Devices, Conference Reports, Data Bases, Educational Philosophy, Electronic Data Processing, Higher Education, Information Storage, *Noncredit Courses, *Recordkeeping, Records (Forms), State Programs
Identifiers—CEU, *Continuing Education Unit, Illinois, Iowa

The conference proceedings, dealing with the Continuing Education Unit (CEU), contain the following papers. Introduction, David L. Ferris; The History and Philosophy Behind the CEU, William L. Turner; The Iowa Experience--From the State, Don McGuire; The Iowa Experience--From the University, Jack Huttig; A Computer Based CEU Retrieval System; James H. Ollar; A Discussion of the Issues--from the University, Wendell Harris; A Discussion of the Issues--from the Accrediting Associations, Robert Kirkwood; and Recognition and Record Keeping in Non-Credit Adult, Extension, and Continuing Education--an Information Paper, The Federation of Regional Accrediting Commissions of Higher Education. Also included are: the letter of invitation, by David L. Ferris, the program, the roster of speakers, the roster of participants at the Invitational Statewide Conference on CEU, and a list of the Illinois Statewide CEU Taskforce members. An appendix describes the CEU recording system and provides the sample forms used at the University of Iowa. (JR)

197.

ED 099 012 JC 740 453
O'Banion, Terry And Others
Student Development Programs in Illinois Community Colleges.
Illinois Junior Coll. Board, Springfield.; Illinois Univ., Urbana. Coll. of Education.
Note—112p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Administrator Attitudes, *Community Colleges, *Educational Practice, Interviews, *Junior Colleges, Post Secondary Education, *Program Evaluation, State Colleges, State Surveys, *Student Development, Student Participation, Technical Reports
Identifiers—*Illinois

A project to evaluate and study student development programs in all community colleges in Illinois is discussed. The project included a number of individual studies on various aspects of student development programs. The major study focused on the scope and quality of student development programs as perceived by students, faculty, and student development staffs. Other studies focused on exceptional practices, student involvement in governance, and the perception of student development programs by key administrators. The exceptional practices in the student development programs relate to academic support services, academic uplift services, admissions and records, college organization, community services, counseling, evaluation, experimental colleges, financial aids and placement, human potential groups, orientation, and student activities. Two appendixes provide a list of the interviewers and community colleges interviewed and a memorandum related to the Interviewer Project. (DB)

198.

ED 109 412 CE 004 247
A Suggested Illinois Statewide Plan for the Award of the Continuing Education Unit.
Illinois Junior Coll. Board, Springfield.; Illinois State Board of Higher Education, Springfield.
Pub Date Feb 75
Note—21p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors—*Academic Standards, *Accreditation (Institutions), *Adult Education, Adult Education Programs, College Credits, Criteria, Educational Programs, *Guidelines, Noncredit Courses, Program Planning, Recordkeeping, *Statewide Planning
Identifiers—CEU, *Continuing Education Unit, Illinois

Subscribing to the national CEU (Continuing Education Unit) system, the document translates the national guidelines into concrete institutional plans for the State of Illinois. It is intended for use by any organization in Illinois which offers non-credit continuing educational experiences and which is interested in awarding continuing education units for those experiences which meet the criteria and guidelines included. Topics presented are: the resolution adopting the statewide plan; the resolution regarding uses of CEU for data collection; the official definitions of the term Continuing Education Unit; criteria for awarding continuing education units; and operating guidelines. Members of the Illinois Statewide CEU Conference Planning Committee and the Illinois Statewide CEU Task Force are listed. A resolution recommending the establishment of a centralized record system concludes the document. Appended is a sample institutional request form for the awarding of the continuing education unit. (NH)

199.

ED 112 960 JC 750 511
Unit Cost Analysis in the Public Community Colleges of Illinois: 1973-74 (FY 1974). Volume III, Number 5.
Illinois Community Coll. Board, Springfield.
Pub Date Mar 75
Note—112p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Community Colleges, Cost Effectiveness, Educational Accountability, *Educational Finance, Expenditure Per Student, Instructional Programs, *Junior Colleges, *Operating Expenses, *Program Costs, School Accounting, *Unit Costs
Identifiers—Illinois

The Unit Cost Study is an annual project involving the direct participation of all public community colleges in Illinois. Each college provides basic data on course offerings, enrollments, and costs in each instructional area to the Illinois Community College Board, which checks the data for consistency with apportionment claims and financial audits, then compiles the reports via a computer program. The effective implementation of the Uniform Accounting Manual by the colleges establishes reasonable continuity between classifications. The community colleges furnish data on midterm enrollments, course credits in semester hours, direct costs for instruction, and other departmental costs. Indirect costs are reported in total dollar amounts which are allocated to each instructional area on the basis of the proportion of course credit hours generated in the given area to the total credit hours generated by the college. The bulk of this report is made up of reorganizations of the data to show various interrelationships. The study is designed to provide information necessary to planning, evaluation, and management. In addition, the study is an accountability report to the citizens of Illinois and to the citizens of each community college district. (Author/NHM)

200.

ED 110 122 JC 750 428
Committee Report on Financing Public Community Colleges.
Illinois State Board of Higher Education, Springfield.
Pub Date May 75
Note—87p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors—*Educational Finance, Enrollment Projections, Expenditures, *Finance Reform, Financial Policy, Income, *Junior Colleges, *State Aid, *Statewide Planning, Tax Support
Identifiers—*Illinois

This report is the outcome of a study conducted to review and assess the development and the advantages and disadvantages of Illinois' present system of financing community colleges; to survey and evaluate the financing systems of other states with highly developed public educational systems; to assess the major alternative schemes of financing for the future, and to make recommendations as to specific changes in the financing system, including a plan for implementing these changes. Twenty recommendations are summarized in section 1 followed by a description of the study, projections of enrollments, costs, and revenues through 1980, and plans for funding both operations and capital improvements. (MJK)

201.

ED 120 580 CE 006 979
Dobrovolny, Jerry S. Stark, Robert L.
An Evaluation of the Program Approval Process in Illinois Community Colleges.
Midwest Educational Research Evaluation and Training Center, Champaign, Ill.
Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.
Report No—VT-102-704
Pub Date Jun 75
Note—37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—*Community Colleges, Data Analysis, Educational Programs, *Evaluation Criteria, Evaluation Methods, Methods Research, Post Secondary Education, Program Development, Program Effectiveness, *Program Evaluation, Questionnaires, *School Surveys, School Visitation, State Programs, Statewide Planning, *Vocational Education
Identifiers—*Illinois

The purpose of the study was to conduct a survey of all the public community colleges in Illinois to evaluate how the colleges develop and approve vocational-technical education programs. Objectives included evaluation of the criteria used in selection and approval of programs, getting information to improve management processes used in selecting the vocational programs offered, and determining how successfully the community colleges were providing post-secondary occupational education opportunities. Surveys were conducted through mailed questionnaires and by on-site visits. Evaluators with expertise in both occupational education and the Illinois community college system developed and mailed previsit survey instruments to each community college president. The resulting data were tabulated for manpower demand, student interest, program duplication, and program costs. The

215.

ED 135 419 JC 770 148

The ICCB MIS Facility Inventory & Utilization Users Handbook.

Illinois Community Coll. Board, Springfield.

Pub Date Oct 76

Note—65p.; For a related document see JC 770 015. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, Classrooms, College Buildings, Community Colleges, Computer Oriented Programs, Educational Facilities, *Facility Inventory, Facility Utilization Research, *Junior Colleges, *Management Information Systems, *Manuals, *Space Utilization

Identifiers—Illinois

This handbook is designed to assist community college administrators in using the various reports generated by the facility inventory and utilization subsystem of the Illinois Community College Board management information system. Among the reports generated by the subsystem are: room utilization report, campus classroom usage report, room use mapping by instructional type, room use mapping by utilization rate, building inventory summary, room inventory by room type, room inventory report, building inventory report, and facility inventory report. The room utilization and classroom usage reports are designed to display data by course enrollment, time of day, day of week, type of course, and to accommodate flexible "open" and "to be arranged" courses and laboratories. A brief explanation of the salient characteristics of each type of report is included as are lists of options which the prospective report user may utilize according to his needs for facility inventory/utilization information. Sample computer output for each type of report generated by the subsystem are included in this guide. (JDS)

216.

ED 135 420 JC 770 149

ICCB MIS Faculty and Staff Utilization Users Handbook.

Illinois Community Coll. Board, Springfield.

Pub Date Oct 76

Note—64p.; For a related document see JC 770 016. Some pages may reproduce poorly due to small size of type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, Audiovisual Instruction, *Class Size, College Faculty, Community Colleges, Computer Programs, Course Organization, Courses, Discussion (Teaching Technique), Educational Television, *Junior Colleges, Laboratories, Lecture, *Management Information Systems, *Manuals, *Staff Utilization, Teacher Salaries, *Unit Costs

Identifiers—Illinois, *Student Contact Hours

This handbook is designed to assist community college administrators in using the various reports generated by the faculty and staff subsystem of the Illinois Community College Board management information system. Among the reports generated by the subsystem are: faculty and staff salary report, class size by instructional type, number and percent of classes by instructional type and class size, state summary of number and percent of classes by class size, state summary of mean class size by instructional type, faculty outputs by college, faculty outputs per annual FTE by college, direct salary cost per unit of faculty output by college, and faculty course cost. A brief explanation of the salient characteristics of each type of report is included as are lists of options which the prospective report user may utilize according to his needs for faculty and staff information. The data utilized in each of the programs and the methods used to derive the various calculations are also explained. Sample computer output for each type of report generated by the subsystem for fiscal year 1975 are included in this guide. (JDS)

217.

ED 135 418 JC 770 147

Fiscal Year 1978 Operating Budget Recommendations for the Illinois Public Community College System.

Illinois Community Coll. Board, Springfield.

Pub Date 19 Nov 76

Note—61p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Budgets, Community Colleges, *Educational Finance, Expenditure Per Student, Expenditures, *Financial Problems, Income, *Junior Colleges, Operating Expenses, Program Costs, *State Aid, Statewide Planning, Statistical Data, *Unit Costs

Identifiers—*Illinois

This document contains the budget recommendations for Illinois public community colleges and the Illinois Community College Board for fiscal year (FY) 1978, reviews the funding history and problems of Illinois community colleges and provides a statement of need for the FY 1978 budget request totalling $132,196,218. This figure compares to the FY 1977 budget appropriation of $108,802,000, although $117,111,500 had been recommended by the Illinois Community College Board. It is noted that in the three-year period of FY 1974-1977, state credit-hour grant support per student has decreased more than 8% while inflation has increased by nearly 25%. Consequently, the bulk of the recommended increase over the 1977 budget is for credit-hour grants, with a rate of $20.80 recommended as the base rate for the average credit-hour grant. This budget recommendation is intended to prevent further program closures, tuition increases, and deterioration of educational quality. Tabular and graphic data are included throughout and provide information on: state appropriations by budget item and apportionment rates FY 1966-1977; anticipated revenues by source and per credit hour for FY 1978; unit costs by college and instructional program area for FY 1976; annual apportionment FTE enrollment by funding category for FY 1976; assessed valuations and estimated tax collection losses; and equalization funding. Overall, costs for operation of the Illinois community colleges for FY 1978 are projected at $299,675,000 for 185,500 FTE students at $53.85 per credit hour. (JDS)

218.

ED 135 422 JC 770 151

Statewide Inventory of Current and Intended Programs at Illinois Public Community Colleges.

Illinois Community Coll. Board, Springfield.

Pub Date 1 Nov 76

Note—109p.; Not available in hard copy due to marginal legibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Board of Education Role, Classification, Community Colleges, Conflict Resolution, Coordination, *Curriculum Planning, Instructional Programs, Interinstitutional Cooperation, *Junior Colleges, *Program Planning, *Regional Planning, *Statewide Planning, Technical Education, *Vocational Education

Identifiers—Illinois

As part of the effort of the Illinois Community College Board to develop and implement statewide and regional planning of occupational programs, input from community college administrators, presidents, and trustees was sought in order that policies, procedures and guidelines for statewide and regional planning could be formulated. Additionally, occupational programs currently offered and those intended for future implementation were classified as to whether they should be made available on district-wide, area-wide, regional, statewide, or cooperative bases. The resulting occupational program classification scheme was then presented to community college personnel at seven regional meetings throughout the state. The bulk of this document contains the instructional program classifications for each of the seven regions of the state. Within the regional program classifications are the instructional program classifications for each college in the region. Procedures for resolving disagreements on program classification and duplication between institutions at the local level are outlined, and the role of the State Board in assisting the resolution of differences is also presented. (JDS)

219.

ED 135 421 JC 770 150

Faculty and Administrative Salaries in the Public Community Colleges of Illinois 1976-77. Data and Characteristics Volume V, Number 7.

Illinois Community Coll. Board, Springfield.

Pub Date Jan 77

Note—53p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Personnel, College Faculty, Community Colleges, Contracts, Degrees (Titles), Faculty Organizations, Fringe Benefits, *Junior Colleges, Salaries, Salary Differentials, *State Surveys, Statistical Data, *Teacher Salaries, Teaching Load, Tenure, Trustees

Identifiers—*Illinois

This document contains a narrative analysis and 28 tables of salary and related data for the Illinois Community Colleges. The first 16 tables present summary and institutional data on salaries for faculty and administrative personnel for 1976-77, including mean salaries paid to full-time teaching faculty; mean salaries for full-time teaching faculty per yearly course semester hour, weekly class contact hour, and academic month; salaries paid to top administrators during 1976-77; salaries based on salary schedules for full-time teaching faculty with master's degrees and varying levels of experience; salaries based on salary schedules for full-time teaching faculty with doctorate degrees; and percentage increase of faculty salaries for 1975-76 to 1976-77. Four tables present data on numbers of teaching and non-teaching faculty in terms of headcount, full-time/part-time status, and sex. In addition, the document presents data on the following related topics: faculty organization and recognized negotiating bodies, board of trustee representatives in faculty negotiations, sick leave policies, disability coverage and retirement policies, and other matters related to contracts (contract length, professional rank, tenure, average weekly contact hours, average yearly semester hours taught). The instrument used in the statewide faculty/administrative salary survey is appended. (JDS)

220.

ED 135 447 JC 770 180

Illinois Community College Board Statewide Master Plan for Community Colleges; RAMP/CC: 1977.

Illinois Community Coll. Board, Springfield.

Pub Date Mar 77

Note—194p.; Some pages may reproduce poorly due to small size of type

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Community Colleges, Construction Programs, Educational Accountability, *Educational Finance, Enrollment Projections, Instructional Programs, *Junior Colleges, *Master Plans, Personnel Needs, *Program Planning, *Statewide Planning, Tax Support

Identifiers—*Illinois

The educational plans for the Illinois community college system presented in this document were developed by the Illinois Community College Board in conjunction with the state community colleges. Six major sections--planning at the state level, enrollment projections, educational program planning, personnel requirements, finance, and community college outcomes--constitute the bulk of this master plan. Overall, the master plan shows that the Illinois community college system will continue to grow and expand during the next five years. Student enrollments are projected to increase but at a slower rate than in previous years. The number of educational programs will continue to increase in the occupational/career areas and change somewhat in other areas. Building programs at most of the colleges are expected to be essentially completed during the next five years and operating expenditures are expected to increase. Additionally, although stabilizing enrollments will decrease the funding problem at the state level, the community colleges will have increased financial needs due to inflation and limited tax revenue. Extensive statistical data relating to each of the individual areas of the master plan are included throughout the document. (JDS)

Indiana

221.

ED 026 996 JC 690 032

An Indiana Pattern for Higher Education: Report of the State Policy Commission on Post High School Education.

previsit instrument and the on-site questionnaire guide used by interviewers are appended. Nine recommendations for the program approval process for occupational education programs in the Illinois community colleges are listed, the most important being given as the gathering of manpower data through a model developed by a consortium of State agencies, balancing program offerings throughout the State, coordinating research activities, developing a statewide program of evaluation and followup, and sharing survey and cost models for program planning. (Author/MF)

202.

ED 110 731 CE 004 533
Illinois Public Community College Statewide Occupational Student Follow-Up Study: Phase 1 Preliminary Report.
Illinois Community Coll. Board, Springfield.
Pub Date Jun 75
Note—38p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Career Education, College Curriculum, College Programs, College Students, *Community Colleges, Data Collection, Educational Accountability, *Enrollment Influences, *Followup Studies, Part Time Students, Post Secondary Education, Sex Differences, *Student Characteristics, Tables (Data)
Identifiers—ICCB, *Illinois, Illinois Community College Board

The first statewide followup study of occupational/career education students in Illinois community colleges was developed through the efforts of the Illinois Community College Board (ICCB) Research Advisory Council and the special Occupational Followup Subcommittee. The Phase 1 data for the followup study consisted of reporting student characteristics. Participation in the followup study consisted of all 38 community college districts in Illinois and 46 community colleges involving 27,663 students. The preliminary data for Phase 1 of the study were reported by each of the Illinois public community colleges and based on the number of new fall 1974 students in the occupational/career program. The reports classified these students by their curriculum, type of attendance (45.3 percent full-time, 54.7 percent part-time), sex (49.7 percent male, 50.3 percent female), and original intent for enrolling at the college (56.2 percent preparation for employment in career areas, 21.2 percent skill improvement). The preliminary report shows that although there are slight differences between the original intent of male and female students, significant differences occur between full-time and part-time students. It is concluded that followup data will be needed and can be accomplished through proposed phases 2 (withdrawal analysis) and 3 (followup and employer surveys). Appended materials include sample report forms and a standardized survey instrument. (BP)

203.

ED 112 787 HE 006 805
Boyd, Joseph D. Fenske, Robert H.
A Longitudinal Study of Illinois State Scholarship Commission Monetary Award Recipients, 1967-1974.
Illinois State Scholarship Commission, Deerfield.
Pub Date Jun 75
Note—90p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Community Colleges, Educational Finance, Financial Policy, *Higher Education, *Longitudinal Studies, Public Education, *Scholarship Loans, School Surveys, Sex (Characteristics), *State Aid, Student Distribution, Student Enrollment, *Tuition Grants
Identifiers—*Illinois

The present effectiveness and future direction of monetary award programs administered by the Illinois State Scholarship Commission is examined in three surveys. A random sample of 1,000 was drawn from the total number of scholarship recipients during the 1967-68 and 1970-71 academic years; 2,000 from the 1973-74 survey. It is shown that: (1) scholarship respondents were divided about evenly between men and women, with slightly more men in the grant respondent groups; (2) the grant group includes substantially more commuters (54 percent) than the scholarship group, which is related to the greater percentage of grant respondents enrolled in public two-year colleges; (3) both scholarship and grant group distributions are skewed toward the freshman and sophomore levels; and (4) decreasing percentages of grant respondents attend private four-year colleges over the period studied, with a shift from private four-year colleges to public two-year colleges. The distribution is more stable for scholarship respondents. These findings are discussed in terms of the impact of awards on access and choice of college, theory and reality of financing a college education, opinions and attitudes toward financial aid. The findins can also be applied to operational decisions regarding student financial aid administration and policies. (LBH)

204.

ED 120 579 CE 006 978
Burgener, V. E. Stark, Robert L.
Guidance, Counseling, Placement and Follow-up in Selected Illinois Schools.
Midwest Educational Research Evaluation and Training Center, Champaign, Ill.
Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.
Report No—VT-102-703
Pub Date Jun 75
Note—58p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage
Descriptors—Area Vocational Schools, Community Colleges, *Counseling Services, Counselor Role, *Guidance Services, Job Placement, Occupational Guidance, Placement, Post Secondary Education, *Program Evaluation, School Services, *School Surveys, Secondary Education, *State Schools, Tables (Data), Teacher Role, Vocational Counseling, Vocational Followup
Identifiers—*Illinois

The study described in the report was made to determine the status of guidance, counseling, placement, and followup services in selected Illinois schools and to make recommendations for improvement. Study tasks included surveying 16 schools (by mail and by on-site visits) and interpreting the collected data. Six community colleges, six high schools, and four area vocational centers were the institutions chosen for the study. A generalized profile of guidance and counseling services was prepared indicating where guidance staff performed coordinating and/or consultation functions and where these roles were assumed by teachers and counselors. Composite information from the three types of schools includes student, teacher, and counselor perceptions of the services. Placement and followup services in the sample schools varied, with data not always available, although it was found that the employment rate of graduates and even dropouts was quite high. Recommendations include a coordinated career education program with component guidance and counseling services at the K-14 level, additional guidance and counseling staff with professional training a prerequisite to certification, better articulation, and required job placement services and first-year followup of all enrollees. (Author/MF)

205.

ED 114 144 JC 750 577
Manual of Policies, Procedures, and Guidelines.
Illinois Community Coll. Board, Springfield.
Pub Date 25 Jul 75
Note—116p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Administrative Policy, Administrator Guides, College Administration, Community Colleges, Educational Finance, *Educational Policy, *Junior Colleges, *Manuals, State Boards of Education, *State School District Relationship, *Statewide Planning
Identifiers—*Illinois

This document contains a compilation, in three separate sections, of policies, procedures, and guidelines adopted by the Illinois Community College Board (ICCB) from its establishment in 1965 through June 1975 for the administration, operation, and evaluation of the public community colleges of Illinois. Also included are a listing of official publications of the ICCB, and copies of official position papers adopted by the ICCB. The policies section covers requirements for state recognition, administrative policies, instructional offerings, public service programs, learning resources, student services, finance, local funding, sites and construction, and institutional studies. The procedures section covers requirements for state recognition, administration, instructional offerings, public service programs, student services, public service grants, site and construction, and deadlines for submission of required reports. The guidelines section covers administration, instructional offerings, non-traditional offerings, interstate reciprocal and cooperative agreements, and public service programs. The document is intended as a reference tool for community college administrators. Its provisions, taken as a whole, provide an overview of the internal operations of the Illniois Public Community College System. (NHM)

206.

ED 125 407 HE 007 951
Elsass, J. E.
An Assessment of Future Higher Education Resource Requirements, Including the Role of Tuition: A Staff Report for Use in Developing the Illinois Master Plan--Phase IV.
Illinois State Board of Higher Education, Springfield. Master Plan Committee.
Pub Date Sep 75
Note—83p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Community Colleges, *Educational Assessment, *Educational Economics, Educational Finance, *Educational Needs, Educational Planning, *Financial Problems, *Higher Education, Income, Junior Colleges, Management, Post Secondary Education, Resource Allocations, State Aid, State Colleges, State Legislation, State Universities, Trend Analysis, Tuition
Identifiers—*Illinois

An assessment of future requirements for Illinois higher education operations and grants leads to the identification of some significant trends and problems. These include: (1) trends in enrollment and in financing higher education in Illinois for the period fiscal years 1966 to 1976; (2) projections of resource requirements for Illinois higher education operations and grants; and (3) additional resource requirements as well as financing issues. (Author/KE)

207.

ED 124 252 JC 760 333
Kelley, W. F.
Programmatic Organization of the Community College System: A Report Prepared by the Staffs of the Illinois Board of Higher Education and the Illinois Community College Board for Master Plan--Phase IV.
Illinois State Board of Higher Education, Springfield.
Pub Date Sep 75
Note—16p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Agency Role, *College Curriculum, Community Colleges, *Comprehensive Programs, *Junior Colleges, *Program Development, Program Proposals, State Agencies, State Legislation, *Statewide Planning
Identifiers—*Illinois

The Illinois community college system is comprised of 39 districts encompassing 49 campuses which served a fall 1974 enrollment of 267,156 (over 50 percent of all students enrolled in public institutions of higher education in Illinois). According to legislative dictum, Illinois community colleges must offer programs in liberal arts and sciences, general education, adult education, and vocational education. This document provides a description of the programmatic organization of the Illinois community college system in the following program areas: transfer programs, career and occupational education, and general studies. In addition, criteria for granting approval for new programs are presented, along with a definition of the concept of comprehensiveness as applied to community college programs, and a definition of the roles of various state agencies in community college program development, coordination, and approval. Finally, guidelines are presented for completing annual reviews of existing community college programs. (Author/NHM)

208.

ED 129 126 HE 007 987
Report of the Committee on Governance. For Master Plan Phase IV.
Illinois State Board of Higher Education, Springfield. Master Plan Committee.
Pub Date 6 Oct 75

Note—91p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Advisory Committees, Affiliated Schools, College Administration, *College Cooperation, Community Colleges, Cooperative Planning, *Governance, *Governing Boards, *Higher Education, *Master Plans, Questionnaires, State Universities, *Statewide Planning, University Administration

Identifiers—*Illinois

The way in which colleges and universities in Illinois are affiliated with one another is examined. The report assesses current affiliations as well as recommendations for some changes. Data were gathered via oral testimony and questionnaires mailed to the chairmen of all public governing and coordinating boards, system executive officers, presidents of all public and private colleges and universities, chairpersons of advisory committees to the Board of Higher Education, and selected groups known to be interested in education in Illinois. On the basis of responses gathered, it appears that coordination and governance in Illinois are primarily a concern of the public institutions in the state and among these institutions more of a concern to universities than community colleges. Recommendations are made regarding the "system of systems" continuance and the roles of the Board of Higher Education and of system boards. (LBH)

209.

ED 135 423 **JC 770 152**

Student Enrollment Data and Trends in the Public Community Colleges of Illinois: Fall 1975, Second Term FY1976, and Fall 1976. Data and Characteristics Volume IV Number 1 [and] Volume V Number 2.

Illinois Community Coll. Board, Springfield.

Pub Date Feb 76

Note—153p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Age, Community Colleges, Comparative Analysis, Enrollment, *Enrollment Trends, Evening Students, Females, General Education, *Junior Colleges, Males, Minority Groups, Part Time Students, School Demography, Statistical Data, *Student Characteristics, Tables (Data), Vocational Education

Identifiers—*Illinois

These documents contain narrative analyses and tables of data pertaining to student enrollment and enrollment trends in Illinois public community colleges for fall 1975, spring 1976, and fall 1976. Data presented in tabular form include comparison and trends in enrollment data from 1965 through 1975, enrollment data for fall 1975 relating to headcount, full-time equivalent enrollment, enrollment by instructional program, enrollment by sex, comparison of full- and part-time enrollment, transfer enrollment, enrollment by age and ethnic status, enrollment by place of residency, enrollment by time and place of attendance, and enrollment by county of residence. For selected categories, comparative longitudinal enrollment information is presented. The same types of enrollment data are presented for spring and fall of 1976. A glossary of terms used in these volumes is appended. (JDS)

210.

ED 135 446 **JC 770 179**

Abstract of the ACT Class Profile for 1975-76 Freshmen Enrolled in Illinois Public Community Colleges. Research Report *11.

Illinois Community Coll. Board, Springfield.

Pub Date Apr 76

Note—25p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Academic Aspiration, Achievement Tests, College Choice, *College Freshmen, Community Colleges, Comparative Analysis, Educational Objectives, Family Income, Grade Point Average, *Junior Colleges, Minority Groups, National Norms, *Student Characteristics, Tables (Data)

Identifiers—*American College Test, *Illinois

This document contains a summary descriptive analysis of a sample of 19,716 students who took the ACT test (American College Testing Program) and were enrolled in the public community colleges of Illinois during the fall 1975 term. The sample of students represented 12% of the total freshman enrollment and 20% of the full-time freshman enrollment in the public community colleges. Data indicated: (1) the ACT composite score for Illinois public community college freshmen was 17.5 and their average high school grade point average (GPA) was 2.6; (2) the public college freshmen had lower ACT scores and GPA's when compared to all Illinois college-bound students and as compared to national norms; (3) 50% of the students indicated they planned to apply for financial assistance and 56% anticipated working while in college; (4) 32% planned to obtain a two-year degree, 7% aspired to a less than two-year certificate, and 56% aspired to a bachelor's degree; (5) health and business and commerce professions were tied in popularity as the first vocational choice (18%) of the community college freshmen; and (6) "field of study" was cited by 47% of the students as the single most important factor in making their college choice, while 22% cited tuition cost as the most important factor. Sixteen tables of data presented throughout the report reflect analyses of selected student characteristics. (JDS)

211.

ED 125 673 **JC 760 300**

A Statewide Follow-Up Study of Fall 1973 Transfer Students from Illinois Public Community Colleges: Phase II Progress Report. Research Report No. 12.

Illinois Community Coll. Board, Springfield.

Pub Date Apr 76

Note—26p.; Not available in hard copy due to poor reproducibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Community Colleges, Comparative Analysis, *Followup Studies, Grade Point Average, *Junior Colleges, Junior College Students, Persistence, *Post Secondary Education, *Transfer Students

Identifiers—*Illinois

This document reports a follow-up study of 10,504 students who transferred in fall 1973 from Illinois community colleges to Illinois senior institutions, in order to identify patterns of mobility by both sending community colleges and receiving senior institutions, and to study the pre- and post-transfer characteristics and achievement of these students. Data are compared to the findings of a similar study of the transfer population of fall 1967. The performance of the transfer students was measured by three criteria: persistence of the students at the senior college, academic status, and gradepoint average (GPA). The study shows that the large majority of transfers continued to pursue the baccalaureate degree, and 78% of those whose academic status was known were in clear or good standing. At the end of the spring 1974 term, the mean GPA of transfer students was 2.65, only .15 lower than the mean pre-transfer GPA. (NHM)

212.

ED 131 905 **JC 770 015**

Lach, Ivan J.

The ICCB Computer Based Facilities Inventory & Utilization Management Information Subsystem.

Illinois Community Coll. Board, Springfield.

Pub Date 25 Jun 76

Note—32p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—College Buildings, Community Colleges, *Computer Oriented Programs, Educational Facilities, *Facility Inventory, Facility Utilization Research, *Junior Colleges, *Management Information Systems, Space Classification, *Space Utilization, Statewide Planning

Identifiers—Illinois

The Illinois Community College Board (ICCB) Facilities Inventory and Utilization subsystem, a part of the ICCB management information system, was designed to provide decision makers with needed information to better manage the facility resources of Illinois community colleges. This subsystem, dependent upon facilities inventory data and course enrollment data submitted by each institution, is capable of providing detailed inventory data and complex utilization analysis for all forty-nine community college campuses in Illinois. The facilities inventory provides data on building size, year of construction, construction cost, replacement value, and the assignable and non-assignable space by type, type of structure, and condition. Data on each room includes size in square feet, room use code, primary instructional area for which the room is used, number of stations in the room design, actual number of room stations, and special equipment code. The utilization report provides data on actual utilization as compared to a predetermined standard. Basic design principles of the subsystem and illustrative reports generated by the subsystem are reviewed in this brief report. (Author/JDS)

213.

ED 131 906 **JC 770 016**

Lach, Ivan J.

The ICCB Computer Based Faculty and Staff Utilization Subsystem.

Illinois Community Coll. Board, Springfield.

Pub Date 25 Jun 76

Note—20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—College Faculty, Community Colleges, Computer Oriented Programs, *Junior Colleges, *Management Information Systems, Productivity, *Staff Utilization, Statewide Planning, Teacher Salaries, *Teaching Load, *Unit Costs

Identifiers—Illinois

The Illinois Community College Board (ICCB) Faculty and Staff Utilization subsystem, a component of the ICCB management information system, was designed to produce meaningful and useful information reports for the analysis of faculty and staff, as a resource, in Illinois community colleges. Accommodating the complex nature of staffing at the 49 Illinois community colleges, the subsystem enables proration of salaries, provides basic salary allocation for unit cost study, can accurately calculate outputs per annual faculty FTE, and when interfaced with course enrollment data, produces a number of faculty productivity reports showing a profile of student course enrollment, course contact hours, student contact hours, course credit hours, and student credit hours. Additionally, the subsystem generates faculty productivity information for purposes of comparison between institutions, while providing individual campuses with information critical to analysis of local operations. Sample output and several charts are included in the report to illustrate basic design principles of the subsystem. (Author/JDS)

214.

ED 135 417 **JC 770 146**

ICCB Summary Review of the IBHE Fall 1975 Space Survey.

Illinois Community Coll. Board, Springfield.

Pub Date 13 Oct 76

Note—35p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classrooms, College Buildings, Community Colleges, Educational Facilities, Evening Programs, Facility Inventory, *Facility Utilization Research, *Higher Education, *Junior Colleges, Private Colleges, School Space, *Space Utilization, *State Surveys, Statistical Data, Universities

Identifiers—*Illinois

This report presents statistical data for all Illinois public and private two-year and four-year colleges and universities extracted from the Fall 1975 Space Survey completed by the Illinois Board of Higher Education. Summary data by institution and totals and weighted means for types of institutions are provided on building efficiency (net assignable square feet compared to gross square feet), average weekly usage for classrooms and laboratories, distribution of space by type of room, and net assignable square footage per on-campus FTE (full-time equivalent) student. The data show that college buildings within the public community college system had a relatively high ratio of usable space to gross space when compared to other types of institutions. Although the public community colleges did not rank first among other institutions on measures of day utilization, when evening utilization rates were combined with day utilization rates the public community colleges ranked first in average weekly room hours of utilization for classrooms (30.5 hours) and laboratories (26.9 hours), and student station utilization rate for classrooms (27.1%) and laboratories (23.8%). Analysis of net assignable square feet (NASF) shows that the community colleges had 11.0 NASF for classroom space and 17.3 NASF for laboratory space per on-campus student FTE. (JDS)

Indiana State Policy Commission on Post High School Education, Indianapolis.
Pub Date Dec 68
Note—114p.
EDRS Price MF-$0.50 HC-$5.80
Descriptors—*Governance, Higher Education, *Junior Colleges, *Master Plans, Private Colleges, *State Legislation, *Trustees
Identifiers—*Indiana

The commission recommended: (1) establishment by the General Assembly of a Board of Regents; (2) number and terms of Board members; (3) setting the Regent's duties as (a) setting policy for public higher education, (b) making long-range plans in coordination with private schools, (c) approving new schools and major changes of policy, (d) coordinating budget and accounting procedures, (e) handling federal funds, (f) appointing a Chancellor for administration, planning, and research, (g) setting up advisory councils and commissions; (4) development of comprehensive colleges with local control; (5) appointment of an Advisory Council on Education for the Health Professions; (6) retaining the Clinical Teaching Center Program in the Health Professions; (7) conversion of regional state university campuses to autonomous institutions; (8) accountability to the Regents of all expenditures; (9) Regents control of federal funds for vocational/technical training; (10) transfer to the Regents of the Advisory Commission on Academic Facilities; (11) transfer of the duties of the Medical Education Board to the Regents; (12) placing the Indiana Higher Education Telecommunication System under the Regents; (13) transfer of duties of the Indiana Educational Services Foundation to the Regents; (14) ex-officio representation by the Regents on the Indiana Education Council; (15) expansion of the scholarship program; (16) cooperation with the Civil Rights Commission; (17) appointing a lay committee on Private higher education. (HH)

222.

ED 098 887 HE 006 069
Suddarth, Betty M. And Others
Enrollment Projections for Indiana Postsecondary Education 1974-1990.
Academy for Educational Development, Inc., Washington, D. C. Management Div.
Spons Agency—Indiana State Commission for Higher Education, Indianapolis.
Pub Date 74
Note—88p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Community Colleges, Demography, Economic Research, *Enrollment Projections, Enrollment Trends, *Graduate Study, *Higher Education, Junior Colleges, *Post Secondary Education, Private Colleges, State Colleges, State Universities, Statistical Data, *Undergraduate Study

In order to project public postsecondary enrollments, the total enrollments for all the institutions in the state, both public and private and independent, needed to be considered. Data for all Indiana institutions were collected for freshmen, sophomore, junior, senior, other, professional and graduate levels. Individual institutions and individual campus projections were made for the public institutions. Independent school data were used to project enrollment by level in aggregate. Emphasis is placed on demographic and economic background data, postsecondary education in Indiana, projections of enrollment in Indiana, and recommendations for developing future projections of enrollment. Statistical data and abstracts of various enrollment studies by state are included. (MJM)

223.

ED 119 748 JC 760 139
Greenberg, Robert M. Tully, Richard B.
Educational Plans and Career Choices of Associate Degree Recipients in Indiana. Indiana College-Level Manpower Study, Report Number 4.
Indiana State Commission for Higher Education, Indianapolis.
Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date Dec 75
Note—60p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage
Descriptors—*Academic Aspiration, *Associate Degrees, Career Choice, College Majors, Junior Colleges, Manpower Development, *Occupational Aspiration, *Post Secondary Education, State Surveys, Student Attitudes, *Student Characteristics
Identifiers—*Indiana

In the spring of 1975, a manpower survey was conducted to determine the educational, occupational, and career plans of college students in Indiana who were about to complete the requirements for an associate degree. Fifty percent (1,467) of the expected associate degree recipients from public institutions, and all 623 of the expected reciPients from independent institutions received the survey instrument. Overall, there was a 47 percent response rate (919). In addition to information elicited on student characteristics and backgrounds, the findings were these: The most commonly chosen major area of study was health service and paramedical technology. Only 31 percent of the respondents expected that the associate degree was the highest degree they would complete. Approximately two-thirds of the respondents indicated general fields of study they hoped to pursue in the future, the most popular being health related programs. Sixty-one percent expected to be employed in career jobs in the fall following their graduations, and 79 percent expected that their long-term careers would be related to their major fields of study. Data are organized into 36 tables, and the survey instrument is appended. (Author/NHM)

Iowa

224.

ED 018 584 VT 001 511
GUIDELINES FOR THE DEVELOPMENT OF MERGED AREA VOCATIONAL SCHOOLS AND AREA COMMUNITY COLLEGES BY THE MERGED AREA BOARDS.
IOWA STATE DEPT. OF PUBLIC INSTR., DES MOINES
PUB DATE 66
EDRS PRICE MF-$0.25 HC-$1.40 33P.
DESCRIPTORS *AREA VOCATIONAL SCHOOLS, *BOARDS OF EDUCATION, *COMMUNITY COLLEGES, *GUIDELINES, ADMINISTRATOR GUIDES, PROGRAM ADMINISTRATION,

THE STAFF OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION, ADVISORY COMMITTEES, ADMINISTRATORS OF JUNIOR AND COMMUNITY COLLEGES, AND DIRECTORS AND ADMINISTRATORS OF AREA VOCATIONAL SCHOOLS WERE INVOLVED IN CREATING THESE GUIDELINES DESIGNED TO HELP NEW BOARDS OF DIRECTORS OF AREA VOCATIONAL SCHOOLS AND AREA COMMUNITY COLLEGES. CONTENTS INCLUDE (1) PHILOSOPHY, PURPOSES, CHARACTERISTICS, AND FUNCTIONS OF AREA VOCATIONAL SCHOOLS AND AREA COMMUNITY COLLEGES, (2) DUTIES OF THE MERGED AREA BOARD, (3) DUTIES OF THE MERGED BOARD WHICH REQUIRE STATE BOARD APPROVAL, (4) DUTIES OF THE STATE BOARD, (5) RESPONSIBILITIES OF THE MERGED AREA BOARDS FOR ORGANIZING, STAFFING, AND OPERATING A SCHOOL, AND (6) RESPONSIBILITIES OF THE DIRECTORS AND HEADS OF VARIOUS PROGRAMS AND SERVICES OF THE SCHOOLS. A DIAGRAM OF THE AREA VOCATIONAL SCHOOL OR AREA COMMUNITY COLLEGE ADMINISTRATIVE STRUCTURE AND RELATED NOTES ARE INCLUDED. (PS)

225.

ED 021 427 EF 001 840
AREA COMMUNITY COLLEGE AND AREA VOCATIONAL SCHOOL CONSTRUCTION.
Iowa State Dept. of Public Instruction, Des Moines.
Report No—966A-196AF
Pub Date Sep 66
Note—45p.
EDRS Price MF-$0.25 HC-$1.88
Descriptors—*AREA VOCATIONAL SCHOOLS, BUILDING EQUIPMENT, *COLLEGE PLANNING, *CONSTRUCTION NEEDS, *FACILITY GUIDELINES, PHYSICAL FACILITIES, SCHOOL PLANNING, SITE DEVELOPMENT

The purpose of this guideline is to assist in the planning process, to encourage good school plant design, and to serve as criteria in the evaluation of area community college and area vocational school plans. It is divided into the following five sections--(1) area plant planning, (2) area sites, (3) physical facilities, (4) service systems, and (5) criteria check list. Section 1 covers such topics as (A) recommended planning steps, (B) required planning procedures, and (C) educational specifications. Section 2 includes (A) size of site, and (B) site development. Section 3 presents (A) general considerations, (B) vocational technical related considerations, and (C) arts and science related considerations. Section 4 covers (A) heating, ventilating, and air conditioning, (B) electrical, (C) sanitary facilities, (D) general data, (E) review of preliminary plans, and (F) non-acceptable facilities. Section 5 presents a check list for sites and buildings. (RH)

226.

ED 019 957 JC 680 204
PROPOSAL FOR PROGRESS, IOWA COOPERATIVE STUDY OF POST HIGH SCHOOL EDUCATION. FINAL REPORT.
PUB DATE 01 FEB 67
EDRS PRICE MF-$1.00 HC-$9.04 224P.
DESCRIPTORS— *EDUCATIONAL NEEDS, *JUNIOR COLLEGES, *POST SECONDARY EDUCATION, *STATE PROGRAMS, AREA VOCATIONAL SCHOOLS, ARTICULATION (PROGRAM), COMMUNITY COLLEGES, DEMOGRAPHY, EDUCATIONAL FACILITIES, EDUCATIONAL FINANCE, ENROLLMENT PROJECTIONS, GOVERNANCE, HIGHER EDUCATION, IOWA, PERSONNEL NEEDS, PRIVATE SCHOOLS, STATE COLLEGES, STATE UNIVERSITIES, STUDENT CHARACTERISTICS,

A 2-YEAR STUDY (1965-67) WAS DESIGNED TO IDENTIFY IOWA'S POST SECONDARY EDUCATION NEEDS, DETERMINE FACILITIES NEEDED, DETERMINE FUNCTIONS FOR EDUCATIONAL INSTITUTIONS, DISCOVER STAFF NEEDS, RECOMMEND MEANS OF COORDINATION AND GOVERNANCE, AND PROPOSE METHODS OF FINANCING POST SECONDARY EDUCATION. CHARACTERISTICS OF AN EFFECTIVE SYSTEM WERE DETERMINED TO BE WIDESPREAD EDUCATIONAL OPPORTUNITY, DIVERSITY OF PROGRAMS AND SERVICES, HIGH QUALITY, ECONOMY OF OPERATION, COORDINATION, AND COOPERATION. THE INVESTIGATORS GAVE ATTENTION TO (1) SOCIOECONOMIC AND DEMOGRAPHIC FACTORS, (2) STUDENT CHARACTERISTICS, (3) ENROLLMENT PROJECTIONS, (4) PROGRAM NEEDS AND PROPOSALS FOR PATTERNS OF POST SECONDARY EDUCATION, (5) FACULTY AND STAFF, (6) EXISTING FACILITIES, (7) COSTS OF CAPITAL IMPROVEMENTS, (8) PATTERNS OF INCOME AND EXPENDITURES, (9) PROJECTIONS OF OPERATING COSTS, AND (10) GOVERNANCE AND COORDINATION. CONSIDERATION WAS GIVEN TO THE OPERATION AND ROLES OF THE PRIVATE COLLEGES AND UNIVERSITIES, THE STATE OPERATED 4-YEAR INSTITUTIONS (UNIVERSITY OF IOWA, IOWA STATE UNIVERSITY, AND STATE COLLEGE OF IOWA), THE AREA VOCATIONAL SCHOOLS, AND THE COMMUNITY COLLEGES. (WO)

227.

ED 018 223 JC 680 106
YEAGER, ROBERT
SELECTED SCHOOL LAWS AND STANDARDS--A SUMMARY CONTAINING SPECIFIC SCHOOL LAWS RELATING TO AREA SCHOOLS AND PUBLIC COMMUNITY AND JUNIOR COLLEGES AND STANDARDS FOR AREA VOCATIONAL SCHOOLS AND AREA COMMUNITY COLLEGES.
IOWA STATE DEPT. OF PUBLIC INSTR., DES MOINES
PUB DATE 68
EDRS PRICE MF-$0.25 HC-$1.76 42P.
DESCRIPTORS *AREA VOCATIONAL SCHOOLS, *COLLEGE ROLE, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, ADMINISTRATION, ADMINISTRATIVE PERSONNEL, COLLEGE FACULTY, COLLEGE PLANNING, CURRICULUM, EDUCATIONAL FACILITIES, EDUCATIONAL FINANCE, EDUCATIONAL LEGISLATION, GOVERNANCE, IOWA, STATE STANDARDS,

SECTION 280A.1 OF THE CODE OF IOWA DECLARES A STATE POLICY TO

ESTABLISH 17 AREAS, IN EACH OF WHICH AN AREA VOCATIONAL SCHOOL OR AN AREA COMMUNITY COLLEGE MAY BE ESTABLISHED TO OFFER, TO THE GREATEST EXTENT POSSIBLE, THE FOLLOWING SERVICES (1) THE FIRST TWO YEARS OF COLLEGE WORK, INCLUDING PREPROFESSIONAL EDUCATION, (2) VOCATIONAL AND TECHNICAL TRAINING, (3) PROGRAMS FOR INSERVICE TRAINING AND RETRAINING OF WORKERS, (4) PROGRAMS FOR HIGH SCHOOL COMPLETION, (5) PROGRAMS FOR HIGH SCHOOL STUDENTS WHO MAY BENEFIT FROM CONCURRENT ENROLLMENT, (6) STUDENT PERSONNEL SERVICES, (7) COMMUNITY SERVICES, (8) VOCATIONAL REHABILITATION EDUCATION, (9) ALL NECESSARY PREPARATION FOR PRODUCTIVE EMPLOYMENT OF ALL CITIZENS, AND (10) VOCATIONAL EDUCATION FOR NONGRADUATES OF HIGH SCHOOL. SPECIFIC SCHOOL LAWS AND STANDARDS RELATED TO THESE INSTITUTIONS INCLUDE PROVISIONS FOR THEIR ESTABLISHMENT, FACILITIES, LIBRARY, STAFF, TUITION, FINANCES, ELECTIONS, BUDGETS, ADVISORY COMMITTEES, MINIMUM ENROLLMENT, ADMISSION REQUIREMENTS, CURRICULUM, AND TEACHING LOAD. (WO)

228.

ED 025 639 VT 007 419
Cage, Bob N.
Cost Analysis of Selected Educational Programs in the Area Schools of Iowa.
Iowa State Univ. of Science and Technology, Ames.
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education.
Pub Date 68
Note—23p.
EDRS Price MF-$0.25 HC-$1.25
Descriptors—Area Vocational Schools, Community Colleges, Comparative Analysis, Educational Finance, *Expenditure Per Student, *General Education, *Post Secondary Education, *Program Costs, Technical Education, *Vocational Education
Identifiers—*Iowa

To determine relationships between the current-unit-cost-per-student contact hours for post-secondary arts and science transfer curricula and selected vocational-technical programs, the 15 area schools of Iowa were visited personally by the investigator and data collected from the financial records of the institutions. The cost of each specialized vocational-technical curriculum was compared to the mean cost of educating a student in the arts and science transfer curricula. Some major conclusions resulting from analysis of the 1967-68 data were: (1) Enrollment had the greatest degree of inverse relationship with student cost, (2) Administrative and plant operation expense were contributing factors to differences between schools in student costs, (3) Instructional expense was related to enrollment and student costs, (4) Rental of buildings on some campuses increased costs, (5) The vocational-technical programs were more expensive than were the arts and science transfer curricula, and (6) Adequate financing is necessary for junior colleges considering vocational-technical programs. (DM)

229.

ED 034 388 EF 003 793
Area Community College and Area Vocational School. Construction Guidelines. Revised 1968.
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date Jul 68
Note—45p.
EDRS Price MF-$0.25 HC-$2.35
Descriptors—*Community Colleges, Evaluation Criteria, *Facility Guidelines, Facility Requirements, *Physical Facilities, School Buildings, *School Design, School Location, School Planning, *Vocational Schools

Construction guidelines are presented to assist in the planning process, to encourage good school plant design, and to serve as criteria in the evaluation of area community college and area vocational school plans. Consideration is given to various aspects of area plant planning and area site size and development. Guidelines are presented for physical facilities categorized as--(1) general, (2) vocational-technical related, and (3) arts and science related. Guidelines are also presented for service systems (heating, electrical, sanitary, etc.), and a criteria check list is included for area vocational school sites and buildings. (FS)

230.

ED 026 982 JC 680 419
Iowa's Developing Pattern for Area Schools; A Paper Developed by the Department of Public Instruction with an Attached Statement by the Area School Superintendents. Revised Edition.
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date Dec 68
Note—111p.
EDRS Price MF-$0.50 HC-$5.65
Descriptors—*Educational Planning, *Junior Colleges, *Master Plans, *State Legislation, *Vocational Education
Identifiers—*Iowa

This report is a history of Iowa's post-secondary education, outlining various studies, legislation, and possible restructuring of provisions of the existing Iowa Code that might lead to a combination of 2-year junior college education and area vocational education into a single comprehensive institution. The final pattern, however, was the establishment of a system of area community colleges and area vocational colleges. Particulars of their organization, governance, and funding are given. By July 1966, all 99 counties had worked on a study or plan for developing a vocational or community college. Of the 13 resulting area schools, four became area vocational schools and nine, area community colleges. The 13 areas took in 83 counties. Work had also begun on incorporating the existing 16 public community junior colleges into an organized area school administration. Currently there are 11 area community colleges and four vocational schools. At date of writing, seven counties were still unorganized, unassimilated, or unspecified for vocational or community function. The concept of area schools has permitted such great expansion of post-high school vocational/technical and adult education programs that 1967-68 enrollment in the system exceeded 80,000. Certain issues remained unresolved, such as certification, accreditation, and the training of adequate staff. (HH)

231.

ED 049 390 VT 012 975
Vocational Education and the Area Schools. A Report to the State of Iowa Office for Planning and Programming.
Institute for Educational Development, New York, N.Y.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.; Iowa State Vocational Education Advisory Council, Des Moines.
Pub Date 31 Aug 70
Note—200p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Area Vocational Schools, Career Planning, Community Colleges, *Comparative Analysis, *Educational Needs, *Educational Status Comparison, Interviews, Labor Force, Occupational Information, Post Secondary Education, School Organization, Technical Education, *Vocational Education

Interviews, involving approximately 275 individuals, were conducted to analyze vocational education and community colleges in the State of Iowa. In addition, a limited survey was made of career education programs in secondary schools. The findings indicate that the area schools are open to all Iowans of post-high school age, that the students tend to come from families of modest income and are dependent upon part-time work, scholarships, and loans, and that some career education programs should be phased out. Recommendations covered the six areas of students and student services, curriculums and programs, professional staff, administrative organization, physical facilities, and finance. Three of the 46 specific recommendations were: (1) The state should concentrate on recruiting individuals who could best profit from vocational and technical education, (2) An overall master plan for all of Iowa education should be developed, and (3) The community colleges should be administered under state guidelines developed specifically for them. (GEB)

232.

ED 106 655 CE 003 852
Iowa Priority Program Areas Requiring Specialized Training of Less Than Baccalaureate Degree.
Iowa State Dept. of Public Instruction, Des Moines.
Report No—6310-B57305-9-74
Pub Date Sep 74
Note—21p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors—Adult Education, *Career Education, Cost Effectiveness, Demand Occupations, Educational Demand, *Educational Needs, Manpower Needs, *Occupational Information, Post Secondary Education, *Program Effectiveness, Program Evaluation, Program Planning, *State Programs, State Surveys, Student Interests, Student Needs, Technical Education, Trade and Industrial Education, Vocational Education
Identifiers—*Iowa

Three components (manpower needs, availability of students, program effectiveness) for priority training area rankings, drawn up by the Priority Training Areas and Priority Programs Ad Hoc Committee of Iowa, supplement the areas list identifying the occupational areas for priority programs. Career education consultants worked with management staff personnel to develop a model establishing methods and procedures for building a rating system for each factor with the use of various data sources as tools for rating. Section 1 of this three-part report introduces the document. Section 2 provides the descriptions and examples of rating techniques for each component. Section 3 discusses ranking procedures; the results of which are updated every year. A five-page table of priority program rankings is provided with the program areas names assigned according to the Office of Education taxonomy structure. Points are allocated according to manpower needs, student availability, and program effectiveness. The appendix contains the career education planning model and lists its components (people needs data, resources data, and determining program effectiveness). (JB)

233.

ED 093 441 JC 740 254
Data on Iowa's Area Schools (School Year 1972-73).
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date 73
Note—593p.
EDRS Price MF-$1.05 HC-$28.20 PLUS POSTAGE

234.

ED 111 451 JC 750 470
Data on Iowa's Area Schools (School Year 1973-74).
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date 74
Note—385p.
EDRS Price MF-$0.76 HC-$19.67 Plus Postage
Descriptors—Adult Education, *College Curriculum, College Faculty, *Educational Facilities, *Educational Finance, *Enrollment, Followup Studies, Graduates, *Junior Colleges, Libraries, Terminal Students, Transfer Students, Vocational Education
Identifiers—*Iowa

This document presents a comprehensive statistical picture of public postsecondary two-year institutions in Iowa. The bulk of the document consists of extensive tables of data obtained from records of the Area Schools Division, Iowa State Department of Public Instruction, but brief narratives and charts are included as well. Many of the 16 area schools offer a college parallel program equivalent to the first two years of a baccalaureate degree program. Course offerings in college parallel programs are listed, as well as courses in adult and vocational education. Courses and students are classified according to their eligibility for State General Aid. Enrollment and graduation data are tabulated and variously classified. Professional staff for each area school are classified according to salary, age, experience, highest degree earned, position, and graduate academic major. Data on library resources and staff are included, and data on physical facilities are tabulated on the basis of financial and architectural criteria. Finally, information on financial resources, expenditures, and tuition and fee income of area schools are presented in accord with the area schools' uniform financial accounting system. Appended are two statewide followup studies: area school graduates of 1973-74 (by program area), and secondary school graduates of 1972-73 after one year (by geographic region). (NHM)

235.

ED 067 091 JC 720 223
Opportunities in Iowa's Area Schools, 1971-1972.
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date Jan 72
Note—74p.
EDRS Price MF-$0.65 HC-$3.29

236.

ED 101 819 JC 750 177
Opportunities in Iowa's Area Schools, 1974-75.
Iowa State Dept. of Public Instruction, Des Moines.
Note—91p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

237.

ED 119 749 JC 760 140
Opportunities in Iowa's Area Schools; A Decade of Progress, 1975-76.
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date [75]
Note—115p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage
Descriptors—Adult Education, *Area Vocational Schools, Community Colleges, Educational Finance, Educational History, Educational Legislation, Enrollment, *Junior Colleges, *Program Descriptions, *School Statistics, Transfer Programs, Vocational Education
Identifiers—*Iowa

This booklet compiles information on Iowa's statewide system of postsecondary area schools. A history of the junior college movement in Iowa and the formation of the area schools is provided, including statistical data covering the 10-year period 1966-1975. There are currently 15 area schools operating in Iowa. The merged areas of the schools include all counties in the state. The schools offer a wide range of programs, including: part-time adult education, vocational education, college parallel programs, agricultural production, community services, remedial programs, and special programs for high school students, the handicapped, and the institutionalized. Fall 1975 enrollment totalled 32,792, compared to 12,419 in fall 1966. Descriptions of each of the 15 schools are provided, covering statistical information, admissions, financial aid, costs, and programs. Also provided are detailed descriptions of each of the types of programs offered. A fiscal summary is included which covers the period 1967 to 1975, followed by a list of major legislation affecting the area schools. Much of the enrollment and financial data is tabulated throughout the document, and a map of Iowa showing the jurisdiction of each of the area schools is provided. (NHM)

Kansas

238.

ED 037 901 EF 002 504
Community Junior Colleges. A Report Relating to the Role, Function, Organization, Financing, and Supervision of Junior Colleges on Proposal No. 2.
Kansas Advisory Committee on Junior Colleges, Topeka.
Pub Date Oct 64
Note—167p.
Available from—Research Department, Kansas Legislative Council, Room 506, State House, Topeka, Kansas
EDRS Price MF-$0.75 HC-$8.45
Descriptors—Budgets, *College Role, *Community Colleges, Curriculum Planning, *Educational Administration, *Educational Finance, Financial Support, *Junior Colleges, State Aid

This report includes standards, administration, financing, curriculum, and relationships to other levels of education. A plan for establishing a state system of community junior colleges is presented. (FS)

239.

ED 014 295 JC 670 604
KANSAS STATE PLAN FOR COMMUNITY JUNIOR COLLEGES.
KANSAS STATE DEPT. OF PUBLIC INSTR., TOPEKA
PUB DATE 6 JAN 67
EDRS PRICE MF-$0.25 HC-$0.96 22P.
DESCRIPTORS *ACCREDITATION (INSTITUTIONS), *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, CURRICULUM, EDUCATIONAL PHILOSOPHY, EMPLOYMENT TRENDS, KANSAS, OPPORTUNITIES, PROGRAM DEVELOPMENT, SCHOOL CONSTRUCTION, STATE STANDARDS,

LEGISLATION IN 1965 ESTABLISHED A STATE SYSTEM OF COMMUNITY JUNIOR COLLEGES AND STIPULATED THE DEVELOPMENT OF A STATE MASTER PLAN BY THE STATE DEPARTMENT OF EDUCATION. THE PLAN PROVIDES FOR ESTABLISHING NOT MORE THAN 22 JUNIOR COLLEGE AREAS, WHICH SHOULD PUT A JUNIOR COLLEGE WITHIN REASONABLE COMMUTING DISTANCE OF EVERY POTENTIAL STUDENT IN THE STATE. CRITERIA FOR DETERMINING COMMUNITY JUNIOR COLLEGE AREAS ARE (1) THE EXISTENCE OF POST-HIGH SCHOOL EDUCATIONAL NEEDS NOT BEING MET BY EXISTING INSTITUTIONS, (2) THE EFFECT OF A NEW COLLEGE ON THE PROGRAMS OF EXISTING INSTITUTIONS, (3) THE NUMBER OF POTENTIAL STUDENTS, AND (4) AN ADEQUATE FINANCIAL BASE. A FEASIBILITY STUDY MUST BE COMPLETED AND THE REPORT MUST BE APPROVED BY THE STATE PRIOR TO A LOCAL ELECTION TO ESTABLISH A COMMUNITY JUNIOR COLLEGE DISTRICT. THE COMMUNITY COLLEGE CURRICULUM MUST BE COMPREHENSIVE, PROVIDING (1) TRANSFER PROGRAMS, (2) VOCATIONAL EDUCATION TO PROVIDE PRE-ENTRY, TRADE EXTENSION, AND RETRAINING COURSES, (3) COURSES IN GENERAL EDUCATION DESIGNED TO MEET INDIVIDUAL NEEDS, AND (4) SPECIALIZED TRAINING IN PUBLIC SERVICES. THE REPORT INCLUDES PROPOSALS FOR NEW LEGISLATION AND A LIST OF CRITERIA FOR STATE ACCREDITATION OF THE COMMUNITY JUNIOR COLLEGES. (WO)

240.

ED 121 377 JC 760 219
Evaluation Guide for Junior Colleges of Kansas.
Kansas State Dept. of Public Instruction, Topeka.
Pub Date 67
Note—35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—*Academic Standards, *Accreditation (Institutions), Community Colleges, *Educational Assessment, *Junior Colleges, Program Evaluation, Self Evaluation, *State Standards, Technical Institutes
Identifiers—*Kansas

This guide is designed to be used for accrediting junior colleges in Kansas and for periodic institutional self-evaluation. The standards delineated cover public community junior colleges, church-related two-year institutions, private junior colleges, and technical institutes. This guide cites the general state requirement for a given aspect of junior college organization, and then describes the specific criteria the accrediting committee uses to evaluate the degree of an institution's compliance with that general requirement. Requirements described include: (1) junior college philosophy and statement of purpose; (2) organization and administration, including administrative personnel, general administrative procedures, finance, enrollment, physical facilities, and recordkeeping; (3) student personnel services, including admissions, credit, graduation requirements, counseling, housing, scholarships, health, placement, and followup; (4) curriculum, including university parallel, general education, vocational and technical, adult education, and summer sessions; (5) instruction, including the library, course outlines and objectives, instruction materials and equipment, teaching methods, and evaluation; and (6) the general college atmosphere. (NHM)

241.

ED 028 759 JC 690 110
Flint, Jack M. And Others
The Kansas Junior College.
Kansas State Dept. of Public Instruction, Topeka.
Pub Date 68
Note—197p.
EDRS Price MF-$0.75 HC-$9.95
Descriptors—Community Colleges, *Educational History, *Junior Colleges, *School Improvement, *Statistical Data
Identifiers—*Kansas

The history and development of the Kansas public community junior college system is traced from 1917 to 1967. Topics discussed include accreditation, course standards, institutional philosophies, enrollments, organization, finance, curriculum, and legislation. The appendixes provide a 20-year statistical summary of junior colleges, both public and private in terms of enrollment, finance, and faculty, and a list of vocational-technical programs offered since 1946. These materials are compiled in an effort to characterize the developmental background of the states present-day community junior colleges, and to present these institutions and the system which they comprise. (MC)

Kentucky

242.

ED 060 784 HE 002 883
Thompson, Ronald B.
Projected Enrollments Colleges and Universities Commonwealth of Kentucky 1972-1985.
Kentucky State Commission on Higher Education, Frankfort.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jan 72
Note—76p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Guides, *Educational Planning, *Enrollment Projections, *Higher Education, Research, *Statewide Planning, Student Enrollment

This study presents projected higher education enrollment statistics for the state of Kentucky through the year 1985. The researchers compiling the data necessarily had to base these projections on assumptions that things would continue changing at the same rate as in the past, i.e., birth rate, percent of high school graduates continuing to post-secondary institutions, etc. The information is presented mainly in table form by (1) state, (2) country, (3) community colleges, (4) junior colleges, and (5) senior colleges and universities. It is hoped that this report will serve as a useful tool in higher education planning in Kentucky. Users of the data are warned, however, that the basic assumptions are subject to many variables, and adjustments must be considered as changes occur in economic and sociological conditions and the domestic and political climate. (HC)

243.

ED 061 883 HE 002 943
Phase II Institutional Planning: Role and Scope Study of Public Higher Education In Kentucky.
Kentucky Council on Public Higher Education, Frankfort.
Pub Date Jan 72
Note—431p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Educational Development, *Educational Planning, *Higher Education, *Institutional Administration, *Institutional Research, Planning

Public higher education in Kentucky has expanded in the last decade from 1 doctoral level university and 5 colleges serving 28,224 students into a system of 2 doctoral level universities, 4 regional universities, 2 4-year colleges and 14 community college campuses serving 80,000 students. This document provides data related to institutional growth and development expectations through 1976. The purpose of the report is to reflect program priorities as established by the individual institutions to meet the changing higher education needs in Kentucky. Six questions were submitted to the colleges and universities in the state system to form a basis for reporting institutional plans for the 4-year period 1972-76 regarding: (1) projected enrollment figures; (2) changes in educational program structure; (3) program evaluation criteria; (4) program development priorities with proposed timetables for implementation; (5) projected needed educational resources; and (6) plans and procedures for program development. (HS)

244.

ED 065 116 **JC 720 178**
Hauselman, A. J. Stanley, Larry D.
Compendium of Selected Data and Characteristics, University of Kentucky Community College System, 1971-72.
Kentucky Univ., Lexington. Community Coll. System.
Pub Date May 72
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, *Enrollment Trends, Financial Support, *Instructional Programs, *Junior Colleges, Operating Expenses, State Aid, *Statewide Planning, Student Characteristics, Technical Education, Transfer Programs
Identifiers—*Kentucky

The University of Kentucky Community College System was developed to meet the 3-fold function of providing career-oriented technical programs, pre-baccalaureate education, and adult-continuing education. This descriptive analysis is divided into four sections: Section I on enrollment emphasizes the 17.3%increase in enrollment in the system's 14 community colleges over the past year; Section II on instructional programs provides information including the enrollment, number of credit-hours offered, and number of graduates in the technical and transfer programs; Section III on financial support outlines the financing of the community college system (almost completely supported by appropriations of the state legislature), operation expenditures, and teacher salaries; ad Section IV on student characteristics compares students' academic characteristics (indicated by scores on the American College Test) with selected demographic characteristics. (RG)

245.

ED 097 083 **JC 740 406**
Hauselman, A. J. Stanley, Larry D.
Compendium of Selected Data and Characteristics, University of Kentucky Community College System, 1973-1974.
Kentucky Univ., Lexington. Community Coll. System.
Pub Date Nov 74
Note—51p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Community Colleges, *Enrollment Rate, *Financial Support, *Instructional Programs, Post Secondary Education, State Colleges, Statistical Data, *Student Characteristics, Tables (Data)
Identifiers—*Kentucky

Statistical data are provided on enrollment, instructional programs, financial support, and student characteristics for the 1973-1974 school year of the 13 community colleges that comprise the University of Kentucky Community College System. The data show: (1) a total head-count credit enrollment of 12,942 students, representing a numerical increase of 665 and a percentage increase of 5.4 over the fall of 1972; (2) 7,755 (59.9 percent) of the students were working in the transfer program and 5,187 (40.1 percent) were enrolled in the technical program; (3) the Community College System is almost completely supported by appropriations of the state legislature; including funds budgeted for capital outlay and auxiliary services, the total budgeted expenditures for the community college programs were $9,231,316; and (4) the mean composite ACT scores varied from a high of 18.8 to a low of 16.0, with a mean composite for the system of 17.6; the mean composite score was higher for men than for women; 15 percent of the students had incomes of $6,000 or below; and 89 percent were Caucasian and 10.3 percent were Afro-American. Twenty-eight tables provide the data. (DB)

246.

ED 104 506 **JC 750 294**
Hauselman, A. J. Stanley, Larry D.
Compendium of Selected Data and Characteristics: University of Kentucky Community College System, 1974-1975.
Kentucky Univ., Lexington. Community Coll. System.
Pub Date Mar 75
Note—56p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors—*Enrollment, Expenditures, *Financial Support, *Instructional Programs, *Junior Colleges, Post Secondary Education, *Student Characteristics, Tables (Data)
Identifiers—*Kentucky

This document describes the University of Kentucky Community College System, 1974-75. A brief historical overview describes its development from a five to a 13 campus system, since its inception in 1962. A directory lists for each college the chief administrative office, address, and phone number. Statistical data are provided on enrollment, instructional programs, financial support, and student characteristics. The data show: 1) a total head-count of 13,672 students, representing an increase of 730 (5.6 percent) over the fall of 1973; 2) 44.6 percent of the students are in transfer programs, 45.7 percent are enrolled in technical programs, the remaining 9.6 percent are mostly part-time students who have no degree objective; 3) of the 413 faculty, 77 percent have a Masters degree, 8 percent have a Doctorate, and 15 percent have a Bachelors degree or less; 4) the total budgeted expenditures for community college programs for the year was $10,318,904; 5) Caucasians comprised 89 percent of the total enrollment, Afro-American students comprised 9.7 percent; and 6) 16 percent of the students report a family income below $6,000. Thirty-two tables provide the data. (AH)

247.

ED 119 746 **JC 760 137**
Faculty and Staff Information.
Kentucky Univ., Lexington. Community Coll. System.
Pub Date Aug 75
Note—30p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—*Administrative Organization, *College Faculty, Community Colleges, *Employment Practices, Fringe Benefits, Instructional Staff, *Junior Colleges, School Policy, *State Standards
Identifiers—*University of Kentucky Community College System

This booklet is intended to acquaint faculty and staff members with general information about the University of Kentucky community College System, and to explain some of its policies affecting them. The booklet is organized into five sections. Section I contains general information about the system, gives its history, purpose, and a map of the locations of the 13 campuses. Section II discusses the organizational structure of the system, including the administrative hierarchy, and various assemblies and divisions. Section III gives rules and regulations in such areas as equal opportunity, advanced work, term of appointment, faculty load, academic ranks, promotion, tenure, performance review, appeals, nepotism, leaves of absence, vacation, sick leave, and office hours. Section IV gives specific information as to paydays, deductions, official travel, admission to athletic contests, identification cards, absences in special circumstances, and political candidacy. Section V lists benefits, including life and health insurance, workman's compensation, unemployment compensation, retirement programs, official university holidays, and maternity leave. This booklet could be of use as a model for policy makers at other institutions. (NHM)

248.

ED 118 207 **JC 760 136**
Student Rights and Responsibilities.
Kentucky Univ., Lexington. Community Coll. System.
Pub Date Aug 75
Note—31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—Community Colleges, Discipline, *Discipline Policy, Due Process, Freedom of Speech, *Junior Colleges, School Law, School Policy, *Student Behavior, Student Organizations, *Student Rights, Student Role, *Student School Relationship
Identifiers—*Kentucky

This document summarizes the rights and responsibilities of students in the University of Kentucky community college system. Part I deals with rules and procedures governing non-academic relationships between students and the University. The discussion is organized into five articles which have been adopted by the University Board of Trustees and may be amended only by that body: (1) the community college judicial system; (2) the rights of students, including admission, financial aid, facility use, privacy, the keeping of records, free expression, and free press; (3) the community college's supervisorial role over student organizations; (4) financial delinquency; (5) interference, coercion, and disruption. Part II deals with rules governing academic relationship, as adopted by the Community College Senate. In this part, the academic rights of students, and possible academic offenses (plagiarism, cheating) are discussed, along with procedures to be followed in the case of an academic offense or a breach of academic rights. Finally, this document discusses honor codes, and the composition of the Community College Appeals Board. (NHM)

249.

ED 119 747 **JC 760 138**
Position Paper on Cooperative Education.
Kentucky Univ., Lexington. Community Coll. System.
Pub Date Nov 75
Note—16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors—Community Colleges, *Cooperative Education, Cooperative Programs, Educational Objectives, *Junior Colleges, *Program Administration, Program Evaluation, Program Planning, *School Policy, *Work Experience Programs
Identifiers—Kentucky

The primary objective of cooperative education is to provide students with planned and evaluated work experiences which will enhance the integration of theory learned in the classroom. Secondary objectives include learning how to work, selecting appropriate career goals, and broadening and deepening humanistic learning. This position paper describes recommended planning, development, implementation, and evaluation procedures for cooperative education programs. Among the planning procedures described are surveying for market suitability, identifying the service area and amount of student interest, and determining sources of financial support. Two organizational patterns for program administration are described, and the roles of the coordinator, the instructor, the division chairman, the employer, the student, and the advisory committee are outlined. Procedural recommendations for the evaluation of students, the work station, and the program are made. Finally, specific suggestions for program operation in the areas of credit, grades, student load, student qualifications, levels of experience, and record keeping are provided. (NHM)

250.

ED 134 262 **JC 770 102**
Hauselman, A. J. Tudor, Dan
Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1975-76.
Kentucky Univ., Lexington. Community Coll. System.
Pub Date May 76
Note—94p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—College Faculty, College Majors, Community Colleges, Degrees (Titles), *Educational Finance, Educational Objectives, *Enrollment, Enrollment Trends, Expenditures, Junior College Libraries, *Junior Colleges, Part Time Students, State Aid, *Statistical Data, *Student Characteristics, Teacher Salaries
Identifiers—American College Test, *Kentucky

This document contains 33 tables of statistical data which describe aspects of enrollment, instructional programs, financial support, and student characteristics in Kentucky's community colleges during 1975-76. Total headcount enrollment was 17,362 in fall 1975, an increase of 27% over that of fall 1974. Of the total enrollment, 79% of the students were freshmen and 21% were sophomores, 52% were male, and 83% were Caucasian. First-time freshmen accounted for 31% of the total enrollment and 39% of the freshman enrollment. Analysis of enrollment by degree programs showed that 39.3% of the students were enrolled in transfer programs leading to a baccalaureate degree, 51.6% were enrolled in programs leading to the Associate in Applied Science degree, and 9.1% had no degree objective. Degrees attained by the 408 full-time faculty included 75% with master's degrees, 9% with doctorates, and 17% with bachelor's degrees or less. While Kentucky community colleges potentially receive revenues from local tax support and student fees, only state revenues were actually available for educational expenditure in 1975/76. Average expenditure per full-time equivalent student was $1,014. The mean composite ACT (American College Test) score for all entering freshmen was 15.6, compared to 17.0 in 1974, and represented the lowest mean score for the nine years studied. (JDS)

251.

ED 134 268 **JC 770 108**
The Community College Code of Student Conduct: Rules, Procedures, Responsibilities.
Kentucky Univ., Lexington. Community Coll. System.
Pub Date [76]
Note—39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Community Colleges, *Discipline Policy, *Junior Colleges, Junior College Students, Legal Responsibility, *School Law, Student Behavior, Student College Relationship, Student Publications, Student Records, *Student Responsibility, *Student Rights
Identifiers—Kentucky

This code of student conduct prescribes rules, procedures, rights and responsibilities governing non-academic relationships, academic relationships, and student records for students in the Kentucky system of community colleges. Part I of this code, concerning non-academic relationships, describes the structure, function, role, and scope of authority of the community college judicial system; the community college rights of students; the role of the community college as a supervisor of student organizations; student responsibility with respect to financial delinquency; and procedures for dealing with interference, coercion, or disruption at the community college. Part II, concerning academic relationships, describes the academic rights of students, procedures for disposition of cases involving alleged violations of students' academic rights, academic offenses, procedures for disposition of cases of alleged academic offenses, and composition of the community college appeals board. Part III, concerning student records, prescribes procedures for maintenance of, access to, cost of, and challenge of student records by students. Additionally, this part covers release of information from student records by a college without prior consent. (JDS)

Maine

252.

ED 100 450 **95** **JC 750 079**
Freeman, Stanley L., Jr. *Robinson, William E.*
Special Opportunity Facilities Planning Project: A Report to the State of Maine Higher Education Facilities Commission.
Maine State Higher Education Facilities Commission, Augusta.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Coll. Facilities.
Pub Date [72]
Note—203p.
EDRS Price MF-$0.75 HC-$10.20 PLUS POSTAGE
Descriptors—*College Planning, Economic Disadvantagement, Facility Planning, Junior Colleges, *Manpower Development, *Occupational Surveys, *Post Secondary Education, Rural Areas, State Surveys, *Vocational Education
Identifiers—*Maine, New England

This two-part project was initiated to develop guidelines for the physical facilities required to meet the needs of Maine for higher education at less-than-baccalaureate levels. Part 1 evaluates the social, economic, and educational needs for general, technical, and occupational training and education. Existing institutions are currently working at near capacity even though student damand is low. Demand is increasing as Maine's economic base requires more technically trained personnel. This study assesses current facilities and examines the approaches taken by other New England states to determine how best to facilitate new programs. Off-campus locations, temporary facilities, space shared with established institutions, and educational TV and radio should all be exploited until enough data from student response can be gathered to indicate the most valuable locations for permanent construction. The second part of this report presents detailed information on the occupational opportunities becoming available, including educational and training requirements for certain jobs. The six vocational-technical institutions are listed with pertinent data, and the surveys completed by each vocational center are appended. (MJK)

253.

ED 101 791 **95** **JC 750 145**
Stinchcomb, C. Larry
Decision Time--1973: Will Maine Broaden the Base of Higher Education through Community Colleges? A Report to the State of Maine Higher Education Facilities Commission.
Maine State Higher Education Facilities Commission, Augusta.
Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Academic Facilities.
Pub Date 73
Note—132p.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
Descriptors—*Community Attitudes, Community Benefits, Community Characteristics, Community Study, Construction Needs, Educational History, *Educational Needs, *Educational Planning, *Facility Planning, Facility Requirements, *Junior Colleges, Labor Conditions, Manpower Needs, Student Attitudes
Identifiers—*Maine

This study was commissioned to provide data related to program and facility needs of the community college proposed in the Lewiston-Auburn area. A brief history of the two-year college movement in general, and in Maine in particular, is followed by descriptions of three area surveys. The High School Survey of 2,246 junior and senior year students at seven local high schools found that 45 percent of the 1,486 students intending to continue education beyond high school would prefer to attend a low-cost local two-year college if one were available. Thirty-nine percent of the 662 students not intending to continue beyond high school indicated they would change their minds about continuing their schooling if a low-cost local community college were available. The Industrial Survey of 23 local businesses and industries found that approximately 10 percent of those presently employed needed their skills upgraded and that between 1972 and 1975 an additional 4,356 employees will be needed to fill anticipated vacancies and new positions. The Model Cities Survey found that higher wages and more jobs were the most important factors needed to improve area living conditions. Community suggestions and present area educational opportunities were recorded, and a report of existing and needed facilities, along with a report of potential building costs, is included. (DC)

254.

ED 100 417 **JC 750 046**
Pressley, Warren H., Jr.
Cooperative Program and Facilities Planning, Southern Maine Vocational Technical Institute--University of Maine at Portland-Gorham. Final Report: Higher Education Facilities Planning Grant.
Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Higher Education.
Pub Date Dec 73
Note—43p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Associate Degrees, *Child Care Occupations, Curriculum Development, External Degree Programs, Inhalation Therapists, *Interinstitutional Cooperation, *Junior Colleges, Management Education, Medical Technologists, *Program Development, Statewide Planning, Vocational Education
Identifiers—*Maine

In response to the great need for less than baccalaureate degree programs in Maine, a grant was made to finance the development of the three programs described here. Offered are a AA degree program in Hotel, Motel, and Restaurant Management, a program of inservice education in Respiratory Therapy which should serve as a model for programs in other allied medical fields, and a program in Child Care Technology designed for those who work with the mentally retarded and emotionally disturbed in a paraprofessional role. These were designed to be cooperative efforts between the Southern Maine Vocational Technical Institute and the University of Maine at Portland-Gorham. A discussion of program development, a curriculum description, and the requirements for completion of each program are included. It is recommended that a State of Maine Community College Delivery System (without walls) and a State of Maine Associate Degree be established. By using all the available postsecondary facilities as well as the business and industrial community, a better response to the further educational needs of the people of Maine could be provided without the creation of another formal educational institution. (MJK)

255.

ED 124 791 **CE 007 426**
Work, Gerald G. *Ryan, Charles W.*
Research Priorities for Vocational-Technical Education in Maine. 1975-1977.
Maine Univ., Orono. Coll. of Education.
Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.
Report No—RD-Ser-C-75-2; VT-102-952
Pub Date Oct 75
Note—53p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Needs Assessment, *Post Secondary Education, Rating Scales, *Research Needs, Research Problems, State Schools, *State Surveys, Statistical Analysis, Tables (Data), *Teacher Attitudes, Teacher Response, Technical Institutes, *Vocational Education, Vocational Education Teachers
Identifiers—*Maine

The report presents the findings of a study conducted to determine priority areas for research in vocational-technical education in Maine for 1975-77 as perceived by practitioners. A list of vocational education research areas was developed as a survey questionnaire and administered to 244 professional staff members of the seven postsecondary vocational-technical institutions in the State. One hundred and forty-nine (61%) were returned. Responses were analyzed question-by-question for each of five areas: needs for vocational education, curriculum development, instructional learning processes, student development and needs, and administration of vocational education. The responses are first reported by question according to institution, and following that, the highest priority responses for each of the five areas are reported, reflecting the following concerns: labor market requirements; assessment of educational needs of 16-18 year olds; development of new programs from emerging technologies; relating preparation competencies to job entry, development of multimedia instructional approaches; vocational cou[illegible] and followup; provision for advanced place[illegible] exploration of the role of the vocational[illegible]al, and adult education system within [illegible]dary education. A sample question[illegible] appended to the report. (Author[illegible]

256.

ED 133 593 **CE 009 700**
A Review of Effective Counseling Procedures Utilized to Orient Secondary School Students with Vocational-Technical Institute Programs in Maine. Final Report.
Maine Univ., Orono. Coll. of Education.
Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.
Report No—VT-103-516

Pub Date 30 Jun 76
Note—98p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Counselor Role, Counselors, *Educational Guidance, *High School Students, *Information Sources, Occupational Guidance, Post Secondary Education, School Surveys, Secondary Education, Secondary School Counselors
Identifiers—Maine

This study attempted to identify the orientation procedures which contribute to helping high school students become acquainted with the vocational-technical institutes (VTIs) in Maine. To accomplish this objective a number of school counselors at 19 high schools and the VTI personnel at the six VTIs in the State were interviewed and a random sample of 10% of tenth, eleventh, and twelfth grade students and 1400 VTI students, were surveyed. The VTI student survey gathered data about sources of information influencing choice of VTIs and the value of these sources. The high school students were surveyed concerning awareness of the VTIs in Maine and information sources contributing to that awareness. Interviews with counseling and VTI personnel sought opinions and suggestions about orientation procedures. As a result of the surveys, a series of suggestions concerning orientation procedures are offered for school counselors and post high school personnel to enhance a cooperative effort. The results are presented and analyzed and a summary statement is provided. It is noted that although several influential sources were more frequently cited than others, the general conclusion was that no single procedure constitutes orientation. The report includes a bibliography and sample survey instruments. (NJ)

Maryland

257.

ED 034 526 JC 690 376
Maryland Standards for Two-Year Colleges.
Maryland State Dept. of Education, Baltimore.
Pub Date May 69
Note—11p.; Reprint of Maryland School Bulletin, V44 N2, May 1969
EDRS Price MF-$0.25 HC-$0.65
Descriptors—*Junior Colleges, *Planning, *State Legislation, *State Standards
Identifiers—*Maryland

The set of standards contained in this bulletin was approved by the Maryland State Board of Education in March 1969. The standards were designed to implement provisions of certain sections of laws relating to the establishment and operation of the state's 2-year colleges. The bulletin also contains paragraphs on definition of terms, purposes and objectives, admissions, faculty, instruction, curriculum, library, laboratories, graduation, catalog and announcements, student welfare and activities, administration, finances, buildings and grounds, board of trustees, campus climate, and the accreditation schedule. The material could be useful to administrators working on their own plans and/or devising legislation for their colleges. (HH)

258.

ED 097 943 JC 740 437
Fourth Annual Report and Recommendations of the Maryland State Board for Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
Pub Date 73
Note—17p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Annual Reports, *Community Colleges, Construction Programs, Curriculum Development, Educational Finance, Legislation, *Master Plans, Post Secondary Education, State Aid, *State Boards of Education, *State Colleges, Student Characteristics, Transfer Policy
Identifiers—*Maryland

This annual report of the Maryland State Board for Community Colleges covers the period July 1, 1972 through June 30, 1973. The chapters of the report are: 1. Academic Affairs--New Programs, Transfer Policy, and Community Services; 2. Enrollment--Student Characteristics; 3. Finances; 4. Capital Construction; 5. The Master Plan; and 6. Legislative Recommendations--Tuition Chargeback Plan; Increased State Aid for Community Colleges on the Basis of a Differential Funding Formula; Increased State Aid from $700 to $800 (from $1,100 to $1,200 for the Eligible Small Colleges) per Full-time Equivalent Student; Maryland's Student Financial Assistance Program Should Be Based upon the Recommendations Included in the Governor's Task Force on Student Financial Aid; and Amendments to Article 77A, Section 5(a) of the Annotated Code of Maryland. (DB)

259.

ED 085 054 JC 740 005
Statewide Master Plan for Community Colleges in Maryland, 1973-1983.
Maryland State Board for Community Colleges, Annapolis.
Pub Date Oct 73
Note—170p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—College Faculty, College Programs, *Community Colleges, Educational Finance, Educational Practice, Enrollment Projections, Enrollment Trends, Governance, *Guidelines, Junior College Students, *Master Plans, Open Enrollment, Physical Facilities, Program Costs, *Statewide Planning
Identifiers—*Maryland

The 1973-83 master plan for Maryland's community college system is presented under the following topics: (1) retrospect and prospect (community colleges in the nation and the State, the Open Door, and reasons for and objectives of the master plan), (2) students--a new breed (including enrollment, staffing, and institutional evaluation), (3) programs, (4) faculty and instructional practices, (5) physical facilities, (6) financing current operations, (7) guidelines for governance, (8) institutional profiles, and (9) recommendations--avenues for advancement. A listing of the members of the nine task force committees precedes the master plan. Relevant State policies and codes are appended, as are maps showing the location of present and planned community college campuses. Figures for enrollment and finances are presented in tables and graphs. (KM)

260.

ED 097 922 JC 740 416
A System for the Evaluation of Career Programs in the Community Colleges of Maryland.
Maryland State Board for Community Colleges, Annapolis.; Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date May 74
Note—108p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*Career Education, *College Role, *Community Colleges, *Evaluation Methods, Guides, Post Secondary Education, *Program Evaluation, Questionnaires, State Colleges
Identifiers—*Maryland

Guidelines for evaluating postsecondary career education programs in Maryland are provided. The basis for the evaluation system self-study design is a model developed by Malcolm Provus and described in "Educational Evaluation: New Roles, New Means, The Sixty-eight Yearbook of the National Society for the Study of Education, Part II." The chapters of guide are: I. Program Evaluation; II. Organizing the Self-Study Team (Level II); III. Phase I Program Objective Evaluation (Level II); IV. Phase II Educational Process Evaluation (Level II); V. Phase III Installation Evaluation (Level II); VI. Phase IV Product Evaluation (Level II); and VII. Phase V Evaluation of theCost Benefits (Level II). In addition, appendixes present: A. SBCC Program Proposal Manual; B. Student Placement Questionnaire; C. Graduate Follow-up Questionnaire; D. Long-Range Follow-up Questionnaire; and E. Employer Rating of Students. The board members of the Maryland State Board for Community Colleges and of the Maryland State Board of Education are listed. (DB)

261.

ED 093 056 EA 006 247
Cohn, Elchanan Millman, Stephen D.
Management-Oriented Approaches To Assess Input-Output Relationships in Secondary Schools. Final Report.
Maryland State Board for Community Colleges, Annapolis.; Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No—BR-3-1772
Pub Date Jun 74
Grant—NE-G-00-3-0157
Note—121p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Cost Effectiveness, Decision Making, Educational Accountability, *Educational Assessment, *Educational Economics, Educational Research, *Input Output Analysis, *Management Systems, *Productivity, Resource Allocations, *Secondary Schools, Statistical Analysis, Systems Analysis, Systems Approach
Identifiers—*Pennsylvania

This report explores some techniques that could assist educational managers in their attempts to arrive at more optimal input and output mixes. Following a review of the literature on input-output analyses in education and a description of the Pennsylvania Educational Quality Assessment Program (the basis of the present study), an empirical analysis utilizing single- and simultaneous-equation systems was conducted. Because the regression coefficients indicate the expected change in any one output, reflective of changes in one or more inputs but not in the overall level of educational output, output indexes based on the canonical correlation technique are presented. The analysis supports the contention that some reallocation of resources could enhance the outputs of the educational system. A strong argument is made in favor of the development of a simultaneous-equation system. The canonical correlation technique was found to be useful in developing an overall output index. Although the output indexes are not very sensitive to changes in the output set, they are sensitive to changes in the input set. (Author)

262.

ED 100 475 JC 750 104
Hurley, Rodney G.
Maryland Community Colleges Student Follow-Up Study: First Time Students, Fall 1970.
Maryland State Board for Community Colleges, Annapolis.
Pub Date Nov 74
Note—46p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Educational Objectives, *Followup Studies, *Junior Colleges, *Junior College Students, *State Surveys, *Student Characteristics, Student Employment, Student Opinion, Transfer Students
Identifiers—*Maryland

The Maryland State Board for Community Colleges, in conjunction with the sixteen public community colleges of Maryland, has completed the first Statewide Student Follow-up Study. Conceptually, the study was designed to investigate five areas: (1) student academic and demographic characteristics; (2) student goals or primary reasons for attending community college; (3) student employment experiences; (4) student transfer experiences and performance at other postsecondary institutions; and (5) student perceptions of community college environment and services. This data is broken down into several categories and crosstabulated where appropriate. Because only 30% of the questionnaires were completed and returned, the study is constrained and limited to the respondents; it cannot be generalized to the entire study population. The study will be improved and will be continued on an annual basis for the next two years, after which time, it will be conducted on a cyclical time frame. The questionnaire is appended. (DC)

263.

ED 108 715 JC 750 385
Maner, Arnold H.
Postsecondary Occupational Education Needs Study for the Lower Eastern Shore. A Proposal.
Maryland State Board for Community Colleges, Annapolis.
Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical

Education
Pub Date Feb 75
Note—82p.; Proposal presented to the county governments of Dorchester, Wicomico, Worcester, and Somerset
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors—*College Planning, Cost Effectiveness, Curriculum Guides, *Delivery Systems, Educational Demand, Educational Finance, *Junior Colleges, *Manpower Needs, Program Planning, Regional Planning, Technical Education, *Vocational Education
Identifiers—*Colleges Without Walls, Maryland, Needs Assessment

The Maryland State Board for Community Colleges is conducting a study of the needs for postsecondary vocational-technical education on the Lower Eastern Shore of the state. This document represents an interim report on the progress of the study. Procedures included analyzing existing manpower and student interest data, verifying this information with local employment offices and employers in the four counties of the area, consulting with a Steering Committee of area residents, and administering a questionnaire survey to determine the interests of local individuals in enrolling in specific programs. Specific recommendations are made as to the types of programs needed and the curricula to be included in each program. The author recommends the establishment of Lower Shore Community College (LSCC), a "community college without walls", which would utilize existing facilities in the area. The college would be vocational-technical in its orientation. Services would be provided on a contract basis by existing institutions and LSCC would have coordinating and administrative responsibilities only, thereby maximizing cost-effectiveness. A proposed operating budget for LSCC is appended, as are the student interest questionnaire and a list of program priorities and locations. (Author/DC)

264.

ED 105 919 JC 750 312
Statewide Master Plan for Community Colleges in Maryland, 1975-1985.
Maryland State Board for Community Colleges, Annapolis.
Pub Date May 75
Note—219p.
EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE
Descriptors—College Role, Community Colleges, Educational Finance, *Educational Objectives, Enrollment Projections, Enrollment Trends, Evaluation Methods, Governance, *Guidelines, Instructional Programs, *Junior Colleges, Junior College Students, *Master Plans, Physical Facilities, Program Costs, *Statewide Planning
Identifiers—*Maryland

This document is an update of the first Statewide Plan published in 1973, and it incorporates the format required by the Executive Planning Process. The Plan focuses on the long- and short-range goals and objectives of the State Board for Community Colleges and the 16 institutions which comprise Maryland's community college system. Chapter I presents the Executive Summary of the Master Plan. An overview of the state system is given in Chapter II as a means of introducing the Master Plan that follows. Community college system-wide conditions, trends and projections for enrollment, programs of instruction, financing of current operations, and physical facilities are detailed in Chapter III. Chapter IV outlines the system-wide goals, objectives, and implementation strategies. The five statewide goals are: (1) equal access to community college for all Maryland citizens; (2) expand programs and services; (3) provide geographic access to colleges; (4) continue the policy of low tuition; and (5) increase the overall cost effectiveness without impairing the quality of service. Chapter V notes the means for evaluating the degree to which the stated goals are being met. Major policy directions and actions are reviewed in Chapter VI, and individual implementation profiles of the 16 colleges are presented in Chapter VII. Charts, graphs, tables, and a map supplement the text. (Author/AH)

265.

ED 122 096 CE 007 011
Study of Residential Vocational Technical Center(s) in Maryland: Part II. Final Report.
McManis Associates, Inc., Washington, D.C.
Spons Agency—Maryland State Advisory Council on Vocational-Technical Education, Baltimore.
Pub Date May 75
Note—105p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Community Colleges, Cost Effectiveness, Educational Finance, Employment Trends, Needs Assessment, Post Secondary Education, Private Colleges, Program Administration, Program Planning, Questionnaires, *Residential Centers, State Surveys, *Statewide Planning, *Technical Education, *Vocational Education, Vocational Training Centers
Identifiers—*Maryland

Part 1 of the project aimed at determining unmet vocational-technical education needs in the State of Maryland which might be met through residential education; Part 2 was designed to study the possible alternatives for meeting the needs discovered and to make recommendations regarding how these could best be met. A summary of Part 1 of the project is included in the report. The recommendations growing out of Part 2 focus on creating three residential vocational technical centers on existing community college campuses and assigning State and regional programs to these centers. The report delineates the recommended programs and the colleges to which they should be assigned, makes recommendations regarding residence halls, funding, and control, and includes a cost-benefit analysis. Additional recommendations relate to local councils or advisory groups, program publicity, counseling, professional associations, interstate compacts, and further studies. Appended are a copy of the questionnaire sent to private vocational technical schools, the results of the questionnaire, a copy of the needs-assessment memorandum sent to industrial and scientific firms in Maryland, results of the memorandum, communications relevant to the study, and a list of possible sources of Federal funds for various aspects of the residential programs. (AJ)

266.

ED 111 448 JC 750 [illegible]6
The Improvement of Occupational Educ[illegible] in Maryland: A Progress Report, July [illegible] 1974-June 30, 1975.
Maryland State Board for Community Colleges, Annapolis.
Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date 30 Jun 75
Note—89p.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
Descriptors—Articulation (Program), Career Education, Career Planning, *Junior Colleges, Management Information Systems, Program Evaluation, *Research Projects, *State Boards of Education, Student Personnel Services, Vocational Development, *Vocational Education
Identifiers—*Maryland

In 1974, the State Board for Community Colleges outlined a series of five projects to be funded with Part B, federal funds for a period of five years. This report provides an overview of each project, outlines the problem, states project objectives, and summarizes preliminary results and future activities. Projects relate to occupational programs at the community college level and include: (1) improving articulation of programs; (2) developing a management information system; (3) implementing an evaluation system; (4) investigating the feasibility of a statewide system of career information for students; (5) improving the quality of orientation, advisement, counseling, career development and placement. Financial data are given and appended. They include: a proposal to study the feasibility of a vocational-technical center in Baltimore County; proceedings of a workshop to formulate a proposal for an integrated curriculum between the colleges and high schools in data processing education; Comprehensive Career Information Systems Committee meetings minutes; data file structures of two program and occupational codes crosswalks; a pilot sample printout of the Program Data Monitoring System; and pilot implementation of the Career Program Evaluation Model. (NHM)

267.

ED 115 351 JC 760 026
Hurley, Rodney G.
Maryland Community Colleges Student Follow-Up Study: First-Time Students, Fall 1971.
Maryland State Board for Community Colleges, Annapolis.
Pub Date Dec 75
Note—51p.; For the previous edition, see ED 100 475
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—College Environment, Data Bases, *Educational Objectives, Employment Experience, *Followup Studies, *Graduate Surveys, *Junior Colleges, Junior College Students, Research Methodology, Sampling, State Surveys, Statewide Planning, *Student Characteristics, Student Opinion, Transfer Students
Identifiers—*Maryland, Non Respondent Surveys

The annual statewide student follow-up studies conducted in Maryland are designed to establish a longitudinal data base on students attending Maryland community colleges, to identify student educational objectives at the time of entry, to provide an evaluation of Maryland's community colleges, and to establish a student-to-institution information feedback process. The surveys investigate five areas: (1) student academic and demographic characteristics; (2) student goals or primary reasons for attending a community college; (3) student employment experiences; (4) student transfer experiences and performances at other postsecondary institutions; and (5) student perceptions of the community college environment and services. The first survey, conducted in 1974, covered students who were first-time community college students in fall 1970; this, the second survey, was conducted in 1975 and covers students who were first-time community college students in fall 1971. The report discusses the findings and includes tables of data, comparing the results of the first and second surveys. In addition, it describes the procedures used in administering the questionnaires and collecting the data, and details the sequential sampling techniques employed in the non-respondent survey. The survey instruments are appended. (DC)

268.

ED 122 883 JC 760 269
Statewide Master Plan for Community Colleges in Maryland, Fiscal Years 1977-1986.
Maryland State Board for Community Colleges, Annapolis.
Pub Date May 76
Note—224p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage
Descriptors—Administrative Organization, College Role, Community Colleges, *Educational Finance, *Educational Objectives, Enrollment Projections, Enrollment Trends, Governance, *Junior Colleges, *Master Plans, Physical Facilities, Program Costs, Program Evaluation, *Statewide Planning
Identifiers—*Maryland

This document is an update of the 1975-85 Master Plan, focusing on the long and short-range goals and objectives of the State Board for Community Colleges and the 17 institutions which comprise Maryland's community college system. First, the legal and administrative structures of the system are described, and six goals are identified, including: (1) development and better coordination of the system; (2) provision of equal access to community colleges for all Maryland citizens; (3) provision of high quality comprehensive transfer and continuing education programs and services; (4) offering a comprehensive selection of career programs, courses, and student support services; (5) analysis of current and potential services to local communities; (6) increasing the efficiency of operations without impairing the quality of services. The plan goes on to project systemwide enrollment figures for the next decade which reflect a continuation of the open admissions policy. In turn, the enrollment projections provide a basis for community college program, budget, and facilities requirements over the 1977-86 decade. Finally, major policy directions and actions are reviewed, individual implementation profiles for the 17 colleges are presented, and evaluation plans are suggested. Charts, graphs, and tables supplement the text. (NHM)

269.

ED 126 995 JC 760 448
The Improvement of Occupational Education in Maryland: A Progress Report, July 1, 1975-June 30, 1976.
Maryland State Board for Community Colleges, Annapolis.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education

Pub Date 30 Jun 76

Note—104p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Articulation (Program), Community Colleges, Counseling, Job Placement, *Junior Colleges, *Management Information Systems, *Program Evaluation, State Programs, *Student Personnel Services, Vocational Development, *Vocational Education

Identifiers—Maryland

This report details the progress and activities during fiscal year 1976 of five projects designed by the Maryland State Board for Community Colleges to further improve the quality of postsecondary occupational education in Maryland community colleges. Project I was designed to improve articulation of occupational programs at the secondary and postsecondary levels. Project II aimed at developing a management information system for occupational programs. Project III involved implementation of a system for the evaluation of occupational programs. Projects IV and V were merged with the intent of improving the quality of orientation, advisement, counseling, career development, and placement of occupational students. This report presents summaries of each project and recommendations for future activities. Based upon the success of the first two years of project funding, the State Department of Education has increased the funding level to $100,000 for 1977. A large percentage of these funds are anticipated to flow directly to the community colleges as they seek to implement project objectives. Appended are additional project materials. (JDS)

270.

ED 130 709 JC 760 590

Tschechtelin, James D. And Others

Maryland Community Colleges Student Follow-up Study: First-time Students, Fall 1972.

Maryland State Board for Community Colleges, Annapolis

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education

Pub Date Oct 76

Note—56p.; For related documents see ED 100 475 and 115 351

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—College Environment, *Educational Objectives, Employment Experience, Females, *Followup Studies, *Graduate Surveys, *Junior Colleges, Junior College Students, Males, Racial Differences, Research Methodology, Sampling, State Surveys, Statewide Planning, *Student Characteristics, Transfer Students

Identifiers—*Maryland, Non Respondent Surveys

This document reports the methodology and results of the third annual statewide student follow-up study of the Maryland community colleges. Questionnaires were sent to 19,634 persons who were first-time students in a Maryland community college in fall, 1972. Response rate was 48%. A sequential sampling procedure was used to test for nonrespondent bias. Significant differences between respondents and nonrespondents were found, generally, respondents were more academically successful and more likely to have transferred than were nonrespondents. Five main areas were addressed by the study: student academic and demographic characteristics, educational goals and goal achievement, employment experiences, college transfer experiences, and satisfaction with the community college. Results indicated that: (1) transfer was the primary educational goal of half of the respondents; (2) half listed an associate degree as their goal; (3) 60% reported primary goal achievement; (4) Blacks achieved educational goals significantly less frequently than whites; (5) no differences in goal achievement were found to exist between males and females; (6) 74% were employed full-time when career development was a primary goal; (7) 68% transferred when their goal was transfer; (8) Blacks achieved transfer goals at a significantly lower rate than whites; and (9) 80% were satisfied with instructional quality. (Author/JDS)

271.

ED 133 001 JC 770 039

Maryland State Board for Community Colleges Self-Study; Compiled in Accordance with the Manual Developed for the National Council of State Directors of Community/Junior Colleges.

Maryland State Board for Community Colleges, Annapolis.

Pub Date Dec 76

Note—78p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Agency Role, Community Colleges, Evaluation Methods, *Governing Boards, *Junior Colleges, *Self Evaluation, *State Boards of Education

Identifiers—Maryland, *Maryland State Board for Community Colleges

In early 1976, the Maryland State Board for Community Colleges (MSBCC) undertook a self-examination of their operations, including: goals and legal responsibilities, organization/administration, planning and research, finances, state/national external influences and relations, relations with constituent institutions (program review and approval, student affairs, rules and regulations), and management information systems. In August 1976, an outside team of experts evaluated the MSBCC's self-study and made recommendations in each study area. Numerous positive accomplishments of the Board were noted. Among the recommendations were: continued major responsibility for community college planning, intensification of leadership in developing regional/statewide activities, expanded utilization of computers, development of a comprehensive management information system, publicizing of alternative funding means, clarification of the community college role in the context of the continuing education function, development of expanded leadership in the area of student placement, renewal of effort in regard to student personnel services, leadership efforts in terms of legal issues and community services, and continued leadership and coordination of the community college sector. (JDS)

272.

ED 134 257 JC 770 096

Seventh Annual Report and Recommendations of the Maryland State Board for Community Colleges.

Maryland State Board for Community Colleges, Annapolis.

Pub Date 76

Note—17p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, *Annual Reports, Community Colleges, Construction Costs, Educational Finance, Enrollment, Facilities, Instructional Programs, *Junior Colleges, *State Boards of Education, Statewide Planning, Vocational Education

Identifiers—*Maryland

This document reports on the activities of the Maryland State Board for Community Colleges and the community colleges under its jurisdiction for fiscal year 1975-76. During this period, community college enrollment was 76,240, an increase of 17.9% over the previous year. Part-time students represented 63%, and minority students 19%, of total enrollment. Thirty-one degree and certificate programs, primarily in occupational areas, were reviewed and endorsed by the Board. Some 40,000 Maryland citizens completed approximately 1,900 continuing education and community and public service courses. Total net operating expenditures for the community colleges were $89,492,836. A total of $103,000,000 was authorized for capital construction, of which $88,769,838 was allocated to community colleges. The Board completed a full update of the statewide master plan for community colleges in Maryland, including revised enrollment, facilities, and financial projections. Additionally, goals for the next decade were set forth. The Board also recommended legislation, primarily related to community college funding, and continued work on five projects designed to improve occupational education in the state. (JDS)

Massachusetts

273.

ED 031 039 EF 001 989

Space Allocations and Capital Costs.

Commonwealth of Massachusetts, Boston. Board of Regional Community Colleges.

Pub Date Dec 66

Note—33p.

EDRS Price MF-$0.25 HC-$1.75

Descriptors—Bibliographies, *Community Colleges, *Comparative Statistics, *Facility Guidelines, Laboratories, Libraries, Offices (Facilities), *Space Utilization, *Student Costs, Student Unions

This compilation of authoritive practices and standards is offered as a means of obtaining guidelines for those involved in planning and construction of permanent campus facilities for community colleges in Massachusetts for full-time day students. Comparative criteria based on these studies are cited in the following areas--room and station utilization, classrooms, offices, laboratories, libraries, physical education, food services, student services, parking, museums, and auditoriums. (HH)

274.

ED 019 087 JC 680 166

DEYO, DONALD E.

ACCESS TO QUALITY COMMUNITY COLLEGE OPPORTUNITY, A MASTER PLAN FOR MASSACHUSETTS COMMUNITY COLLEGES THROUGH 1975. SUMMARY REPORT.

MASSACHUSETTS STATE BOARD OF REG. COMMUNITY COLLS.

PUB DATE 05 MAY 67

EDRS PRICE MF-$0.25 HC-$2.20 53P.

DESCRIPTORS- *COLLEGE BUILDINGS, *ENROLLMENT PROJECTIONS, *ESTIMATED COSTS, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, COLLEGE ROLE, CONSTRUCTION COSTS, COSTS, EDUCATIONAL FACILITIES, GOVERNANCE, HIGHER EDUCATION, INSTITUTIONAL RESEARCH, MASSACHUSETTS, STUDENT COSTS,

THIS SUMMARY REPORT REAPPRAISES THE 1958 MASTER PLAN AND PROJECTS THE COMMUNITY COLLEGE SYSTEM TO 1975 ACCORDINGLY. IT COVERS ALL ASPECTS OF SUCH A SYSTEM AND MAY SERVE AS A GUIDE TO OTHER STATE OR REGIONAL PLANNERS. ITS CONSIDERATIONS INCLUDE (1) A PHILOSOPHY OF HIGHER EDUCATION, (2) THE PURPOSE AND FUNCTION OF THE MASSACHUSETTS COMMUNITY COLLEGE (ITS LEGAL SETTING, CHARACTERISTICS, OBJECTIVES, AND SUBSIDIARY SERVICES), (3) OCCUPATIONAL EDUCATION, (4) THE 1965 STATUS OF THE COLLEGES (POLICIES FOR ESTABLISHMENT AND PLANT, STAFF, LIBRARIES, FACULTY, ADMISSIONS, PLACEMENT OF GRADUATES, OPERATING COSTS), (5) CURRICULUM (LIBERAL ARTS, OCCUPATIONAL, CONTINUING), (6) PROJECTED ENROLLMENTS AND PRIORITIES FOR NEW OR EXISTING FACILITIES, ADDITIONAL COLLEGES, (7) ESTIMATES OF SPACE NEEDS AND OF CAPITAL AND OPERATING COSTS, (8) THE SYSTEM'S CENTRAL OFFICE (ITS RESPONSIBILITIES TO THE BOARD IN ADMINISTRATIVE, SUPERVISORY, COORDINATIVE, AND OPERATIONAL FUNCTIONS, AS WELL AS THE PROVISION OF LEADERSHIP AND LIAISON SERVICES, AND THE SUPERVISION OF OVER-ALL RESEARCH PROJECTS AND THEIR STAFFING), AND (9) 22 CONCLUSIONS AND RECOMMENDATIONS, INCLUDING A SUGGESTION FOR A NEW MASTER PLAN STUDY WITHIN THE NEXT TEN YEARS. AN ADDENDUM WITH INFORMATION ON THE CHANGES IN THE SYSTEM BETWEEN MAY 1967 AND FEBRUARY 1968 IS INCLUDED. (HH)

275.

ED 034 390 EF 003 858

Facilities Planning Guide for the Community College System.

Massachusetts Advisory Council on Education, Boston.

Pub Date Oct 69

Note—80p.

EDRS Price MF-$0.50 HC-$4.10

Descriptors—Building Design, *Campus Planning, *College Buildings, *Community Colleges, *Evaluation Criteria, Facility Expansion, *Facility Guidelines, Facility Requirements, School Planning, Space Utilization

These guidelines include definitions pertaining to educational criteria and planning criteria, and guidelines regarding--(1) administrative ratios, (2) space allocation in assignable square feet, (3) area conversion factors, (4) gross building area distribution, (5) curriculum balance development, (6) project performance schedule, and (7) project budget cost. Evaluation of special program requirements is considered with regard to instructional space development and program analysis. (FS)

276.

ED 085 541 CE 000 719

Evaluation Service Center for Occupational Education. Final Report.

Massachusetts Univ., Amherst. Center for Occupational Education.

Spons Agency—Massachusetts State Dept. of Education, Boston. Research Coordinating Unit for Occupational Education.; New York State Education Dept., Albany. New York Research Coordinating Unit.

Pub Date 30 Jun 72

Note—136p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Behavioral Objectives, Community Colleges, Criterion Referenced Tests, Educational Coordination, Educational Objectives, *Evaluation Techniques, Occupational Tests, Secondary Schools, *Statewide Planning, Systems Approach, Teaching Techniques, *Vocational Education

Identifiers—ESCOE, Massachusetts, New York State

In order to create a Statewide evaluation system for schools offering occupational education, behavioral objectives of various occupational programs were developed A total systems approach to education was thus possible with behavioral objectives as the basic component. Thirty-six participating secondary schools and community colleges in Massachusetts and New York generated over ten thousand raw objectives--RAWOBs--during the 1970-72 project. These were consolidated into 724 synthesized objectives--SYNOBs--designed to provide a means by which schools could select objectives on which their students would be tested and by which the schools and teachers could follow their own preferences in the processes of instruction. Next, a bank of test items was constructed reflecting the common objectives across schools and the individual variations within schools. The results of the tests make possible the continuous evaluation of the effectiveness of methods and goals of teaching in a classroom, school, local system, or State. In the final report, descriptive and explanatory material is interspersed with the documents used in the project. A glossary and bibliography are appended. (MS)

277.

ED 085 030 HE 004 930

Policy for Facilitating Student Mobility in Massachusetts Higher Education and Commonwealth Transfer Compact.

Massachusetts State Board of Higher Education, Boston.

Pub Date [72]

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Associate Degrees, Community Colleges, *Educational Policy, *Higher Education, *Student Mobility, *Transfer Students, Upper Division Colleges

Identifiers—*Massachusetts

In an effort to facilitate student mobility in Massachusetts higher education for two-year college students to the upper division of four-year institutions, the Massachusetts Transfer Review Council initiated a Commonwealth Transfer Compact. The policy statement indicates that an associate degree from any community college signatory to the CTC will be honored as a unit and construed as: (1) completion of at least 60 hours of work toward a baccalaureate degree, and (2) completion of at least 33 credit hours toward fulfillment of the general education requirements for the baccalaureate degree. Signatory institutions will honor this policy and adhere to (1) the following: the definition of an associate degree transferable as a unit toward a baccalaureate degree as the equivalent of 60 credit hours of undergraduate college-level study, including 6 hours of English/communication, 9 hours of behavioral/social sciences, 9 hours of humanities/fine arts, 9 hours of mathematics/sciences, and the remaining credits to be on a college level; (2) the awarding, upon acceptance, of the full number of credits earned while enrolled in the associate degree program; and (3) continuous review and evaluation of the implementation of this policy and referral to the Massachusetts Transfer Review Council of problems related to student mobility. Clarifications and an application admission form are included. (MJM)

278.

ED 115 046 EC 080 497

Foster, June C. Kapisovsky, Peggy

Accommodating Students Who Have Physical Disabilities: A Resource Guide for Massachusetts Community Colleges.

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date Aug 75

Note—197p.

Available from—Technical Education Research Centers, Inc., 44 Brattle Street, Cambridge, Massachusetts 02138 ($10.00)

EDRS Price MF-$0.76 HC-$9.51 Plus Postage

Descriptors—Admission Criteria, Architectural Barriers, Aurally Handicapped, *Community Colleges, Counseling, *Educational Programs, Epilepsy, Exceptional Child Education, *Handicapped Children, Job Placement, *Personnel, Physically Handicapped, Remedial Instruction, *Resource Guides, Visually Handicapped

Identifiers—*Massachusetts

Intended for Massachusetts community college personnel, the document presents suggestions and consideration for providing services to handicapped students. Based on questionnaires from approximately 200 key college personnel, the guide emphasizes eight issues (topics are in parentheses): the student population to be served (blind, partially-sighted, deaf, partially-hearing, epileptic, and students with other physical disabilities); program management (coordination, programs for deaf students, and sources of funding); architectural accommodation (rules and regulations of the Architectural Barriers Board and plans for architectural accessibility); admissions (the screening process and the admissions interview as a planning tool); counseling and advisement (attitudes toward physically disabled individuals, responsibilities of the counselor, factors to consider when counseling the hearing impaired student, and psychometric test); instructional services (support services, procedures for instruction and testing, curriculum materials, aids and equipment, and remedial instruction); and job placement (interagency coordination, job adaptation, resources to facilitate job placement, and job development). Each chapter is followed by a resource section which gives information for contacting persons and/or agencies and for obtaining publications applicable to the needs of personnel. (SB)

279.

ED 125 677 JC 760 352

Matrix for Planning.

Dober and Associates, Inc., Belmont, Mass.

Spons Agency—Massachusetts State Board of Regional Community Colleges, Boston.

Pub Date Oct 75

Note—77p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Associate Degrees, College Faculty, College Planning, Community Colleges, Educational Finance, Enrollment, Evaluation Criteria, Facilities, *Junior Colleges, *Management Information Systems, *Master Plans, Program Planning, *State Surveys, *Statewide Planning, Statistical Data

Identifiers—*Massachusetts

This Matrix for Planning presents an organized format for systematically recording information relevant to the formulation of long-range planning policies and decisions for the Massachusetts Community Colleges. The matrix organizes existing data into a four-fold conceptual structure: people, programs, facilities, and funding. The first category (people) includes enrollment figures, faculty and staff headcounts, a demographic profile of students, a description of faculty activities, and an assessment of the community colleges' share of Massachusetts higher education enrollment. The second category (programs) identifies current programs, and programs planned for the future. The overall effectiveness of the system is assessed by presenting figures on degrees and certificates awarded, and data reflecting the community colleges' accessibility to students from varying income groups. The third category (facilities) assesses the system's current land and building holdings, space utilization, and current space rental. Finally, the fourth category (funding) reports on expenditures in the last fiscal year, and on costs per student per college and per program. Significant features and leading questions pertaining to the information displayed are identified, as are the additional information, procedures, and policy decisions that would be required for a continuous planning process. (NHM)

280.

ED 127 002 JC 760 455

Collective Bargaining in Public Community Colleges; A Survey of Relevant Contract Provisions from 84 Professional Contracts Covering 120 Institutions.

Massachusetts State Board of Regional Community Colleges, Boston.

Pub Date 75

Note—152p.; Not available in hard copy due to small type size

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Collective Bargaining, College Faculty, Community Colleges, *Contracts, Department Directors (School), Faculty Promotion, Fringe Benefits, Grievance Procedures, *Junior Colleges, *Negotiation Agreements, *Personnel Policy, Sabbatical Leaves, Teaching Load, Unions

This study was undertaken in an effort to provide community college administrators with a resource tool from which they may readily obtain comparative data on current negotiated contract provisions at other institutions. The report is the first in a projected series of nationwide studies conducted by the Massachusetts State Board of Regional Community Colleges and includes relevant provisions from 84 public community college contracts affecting faculty and certain other professional employees. Data in the report were compiled from contracts on file and therefore may not reflect current practice at a particular institution. Contract provisions selected for comparison include: employee unit definition; management positions specifically excluded from bargaining unit; general contract provisions; work load provisions affecting full-time faculty; provisions affecting chairmen; promotion and tenure policies; definition of grievance; summary of grievance provisions; arbitration provisions in grievance procedure; management rights; union privileges; full-time faculty salary ranges; summer, evening, and overload provisions; insurance and related benefit provisions reported; sabbatical leave provisions, and leave provisions reported. (JDS)

281.

ED 132 252 CE 007 787

Najarian, Michael

Project Reach (Career Guidance and Counseling Utilizing Retired Resource Persons).

Massachusetts State Board of Regional Community Colleges, Boston.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 76

Note—22p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Career Education, College School Cooperation, Community Colleges, Cooperative Planning, Counseling Programs, Counselor Selection, Counselor Training, Guidance Personnel, Guidance Services, High Schools, Human Resources, *Occupational Guidance, Occupational Information, *Older Adults, Program Descriptions, *Program Development, *Retirement, *School Community Cooperation, Senior Citizens, *Vocational Counseling

Identifiers—Massachusetts, *Project Reach

Project Reach is based on the assumption that youth, adults, and other target populations will be assisted to a significant degree in knowing more about occupations and in making occupational choices more effectively through the planned interaction with trained retired resource counselors. The project will address three major problem areas: The need for work-oriented counselors, realistic and current occupational information, and the need for a more meaningful student-counselor ratio through which the student can be provided with the opportunity to obtain data to make meaningful occupational choices. The Board of Regional Community Colleges (Massachusetts) proposes to implement the concepts and methodology developed through Project Reach in a minimum of three community colleges. At each of the colleges selected, the project will function in or in close relationship with the existing guidance and counseling offices. Initial and operational phases of the project are described, and a work plan schedule and target dates are outlined for a 12-month period. Project evaluation, and results and benefits expected are also described. A listing of project director, key project staff, and advisory committee members is included. (TA)

Michigan

282.

ED 023 406 JC 680 421
A Position Paper by the State Board for Public Community and Junior Colleges.
Michigan State Board for Public Community and Junior Colleges, Lansing.
Pub Date Aug 67
Note–52p.
EDRS Price MF-$0.25 HC-$2.70
Descriptors–*Educational Finance, Financial Policy, *Junior Colleges, *Master Plans, *School Districts, School Funds, *State Legislation
Identifiers–*Michigan

Having determined the philosophy and direction for the state's community colleges, the Board prepared guidelines and a districting plan for their development and operation. The nine guidelines are: an open-door policy, personnel services, guidance and counseling; enrollment reciprocity between districts; avoidance of duplicate programs; flexibility to meet population and transportation needs, high school vocational courses integrated into the college program; no expansion into 4-year institutions; a separate community college board; cultural programs as well as adult and continuing education. Details of the statewide districting plan are given, the new districts to be determined by an enrollment figure approaching 1,000 and expectations of adequate local funds (plus state and federal) to initiate and operate the facilities. These factors are to be reviewed periodically. Proposals for financing both new and existing colleges are presented. Of the ten legislative proposals, the four most cricial were: (1) provision of start-up funds for new colleges; (2) amendments to current legislation concerning the establishment of new colleges; (3) an appropriation of $50,000 to study new districting; and (4) special legislation for the establishment of a Wayne County community college. (1), (2), and (4) have been passed; (3) will be federally funded. Previous studies and reports are reviewed in the appendix. (HH)

283.

ED 018 830 CG 001 688
DIRECTION AND EMPHASIS. A SURVEY OF GUIDANCE AND COUNSELING PROGRAMS IN MICHIGAN COMMUNITY COLLEGES. FINAL REPORT.
MICHIGAN ST. BOARD OF EDUCATION, LANSING
PUB DATE OCT 67
EDRS PRICE MF-$0.50 HC-$2.40 58P.
DESCRIPTORS– *COMMUNITY COLLEGES, *COUNSELOR ROLE, *STUDENT PERSONNEL SERVICES, COUNSELOR FUNCTIONS, QUESTIONNAIRES,

THE OBJECTIVES OF THIS SURVEY WERE--(1) TO ASCERTAIN THE CURRENT EMPHASIS IN GUIDANCE AND COUNSELING PROGRAMS, AND (2) TO DETERMINE THE DIRECTION COMMUNITY COLLEGE PERSONNEL BELIEVE GUIDANCE AND COUNSELING SHOULD TAKE BY 1970. TABULATIONS WERE MADE OF 92 QUESTIONNAIRES RETURNED FROM 21 COMMUNITY COLLEGES TO INDICATE HOW RESPONDENTS PERCEIVED THE ROLE OF THE COUNSELOR IN THEIR COLLEGES IN 1966 AND BY 1970. TABULATIONS WERE MADE ACCORDING TO FUNCTION AND PERCEPTION OF ROLE. AMONG THE 21 BASIC STUDENT PERSONNEL FUNCTIONS, MORE THAN 95 PERCENT OF THE RESPONDENTS SAW THE COUNSELOR AS DIRECTLY RESPONSIBLE FOR STUDENT COUNSELING. OVER 90 PERCENT OF THE RESPONDENTS SAW THE COUNSELOR AS DIRECTLY RESPONSIBLE FOR--(1) APPLICANT CONSULTING, (2) EDUCATIONAL TESTING, (3) GROUP ORIENTING, (4) CAREER INFORMATION, AND (5) STUDENT ADVISEMENT. THE MOST FREQUENT AND CONSISTENT PERCEPTION OF THE COUNSELOR'S TASKS FOCUSED ON INDIVIDUAL STUDENT INTERVIEWING. INTERPRETING TEST RESULTS IN COUNSELING INTERVIEWS WAS SEEN AS A COUNSELOR'S TASK BY MORE THAN 90 PERCENT OF THE RESPONDENTS. INCREASED INVOLVEMENT WAS SEEN IN INSTITUTIONAL RESEARCH AND GROUP WORK WITH STUDENTS. INTERVIEW REPORTS SUPPORT THE MAJOR FINDINGS IN THE QUESTIONNAIRES. THE QUESTIONNAIRE AND TABLES PRESENTING THE INFORMATION GATHERED ARE APPENDED. (IM)

284.

ED 038 685 CG 005 231
A Survey of Student and Counselor Perceptions of the Emphasis Placed on Specific Counselor Functions in Michigan Community Colleges.
Michigan State Dept. of Education, Lansing.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 69
Note—30p.
EDRS Price MF-$0.25 HC-$1.60
Descriptors—Career Planning, *Community Colleges, Coordination, Counseling Goals, Counseling Services, *Counselor Attitudes, *Counselor Functions, Educational Objectives, Guidance Functions, Guidance Services, *Junior College Students, Research, Student Needs, Student Opinion, *Student Personnel Services, Surveys

The objectives of this study were to obtain responses from students and counselors (in Michigan Community Colleges) to the following questions: (1) which functions do counselors feel receive enough or too much emphasis? (2) which functions do students feel receive enough or too much emphasis? (3) which functions do counselors feel need more emphasis? (4) which functions do students feel need more emphasis? (5) which functions listed do counselors feel are not counselor functions? and (6) which functions listed do students feel are not emphasized at all? The questionnaires for counselors were similar to those intended for student use, with 35 and 30 items respectively. Results showed that counselors were more concerned with promoting coordination among faculty, students, and administration, and with conducting surveys for strengthening student services. Students felt that a greater emphasis was needed on recommendations on scholastic programs and on consultation concerning career plans, educational goals, and probable chances for achieving them. Lists of both counselor responses and student responses conclude this study. (KJ)

285.

ED 099 017 JC 740 458
Equality of Access to Postsecondary Education.
Michigan State Dept. of Education, Lansing.
Pub Date Apr 74
Note—49p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Admission Criteria, *Community Colleges, Disadvantaged Youth, Educational Coordination, *Equal Education, *Financial Support, Higher Education, *Post Secondary Education, Student Personnel Services, Technical Reports
Identifiers—*Michigan

Equality of access to postsecondary study in Michigan is discussed in terms of the establishment of a system of higher education that would provide equity in terms of: (1) individual selection and support services, (2) student financial assistance options, and (3) institutional and programmatic articulation. A synthesis of several major past efforts related to this issue is provided, and a series of recommendations whereby Michigan can enhance its efforts to alleviate this problem are made. Appendixes to the paper are: A. Full Text of the Report of the Governor's Task Force on Equal Opportunity in Higher Education; Background Information on Enrollment and Student Assistance; and Task Force Sub-Committee Reports: 1. The Role of State Government, 2. The Role of Institutions of Higher Learning, 3. The Role of the Community, and 4. The Role of the Student; B. Full listing of recommendations and membership of State Board Advisory Committee on Equality of Access to Higher Education; and C. Text of the Report of the State Board Subcommittee on Equality of Access to Higher Education and minutes of State Board action taken on it. (DB)

286.

ED 099 015 JC 740 456
Advising on Capital Outlay Requirements of Public Baccalaureate Institutions and Public Community Colleges for 1974-75.
Michigan State Dept. of Education, Lansing.
Pub Date [74]
Note—37p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Annual Reports, Capital, *Colleges, *Community Colleges, Construction Costs, *Facility Planning, Facility Utilization Research, *Financial Needs, Higher Education, Post Secondary Education, *State Programs
Identifiers—*Michigan

This is the seventh annual State Board of Education report on Financial Requirements of Public Baccalaureate Institutions and Public Community Colleges in Michigan, and is the first time that capital outlay requirements have been considered in a separate report. The report contains information on capital outlay requirements for 1974-75 and a projection of needs to 1978-79, an outline for facilities planning methodology on the institutional and statewide level, and a review of the major issues relating to institutional size. The primary issue addressed by this report is the need for development of a system to assist the institutions in evaluating their facilities needs, to assist the state agencies and the legislature in determining priorities among institutional requests, and to assess utilization of existing and projected college facilities on a statewide basis. (Author/DB)

287.

ED 099 016 JC 740 457
Advising on Financial Requirements of Public Baccalaureate Institutions and Public Community Colleges 1974-75 Operating Budget.
Michigan State Dept. of Education, Lansing.
Pub Date [74]
Note—41p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Adult Education, Annual Reports, *Budgets, *Colleges, *Community Colleges, External Degree Programs, *Financial Needs, Graduate Study, Higher Education, Library Programs, Post Secondary Education, *State Aid, State Programs, Student Loan Programs, Teacher Education
Identifiers—*Michigan

This is the seventh annual report on Financial Requirements of Public Baccalaureate Institutions and Public Community Colleges in Michigan. The purpose of the report is to outline the structure for advising on the financial needs for operations for the institutions for 1974-75. The chapters of the report are: 1. Introduction; 2. State Aid to Public Community Colleges and Public Baccalaureate Institutions; 3. State Aid for the Preparation of Teachers; 4. Statewide Non-Collegiate Adult Education Model; 5. External Education Feasibility Study; 6. Student Financial Assistance; 7. College and University Library Service in Michigan; and 8. Program Determination for Graduate Education for Public Baccalaureate Institutions. (DB)

288.

ED 099 033 JC 740 474
Advising on Postsecondary Enrollment Projections and Manpower Needs, 1974-75.
Michigan State Dept. of Education, Lansing.
Note—55p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Colleges, Degrees (Titles), *Educational Planning, *Enrollment Projections, Enrollment Trends, Higher Education, *Manpower Needs, *Postsecondary Education, *State Colleges, Tables (Data), Technical Reports, Universities
Identifiers—*Michigan

This report is a continuation of the planning effort undertaken in 1973 regarding the planning and coordination of postsecondary education in Michigan. The present study updates the enrollment reports, projections, and manpower data, reviews progress toward the objective of developing comprehensive and continuous planning for postsecondary education, and provides recommendations for an interdepartmental effort to secure and utilize appropriate manpower planning information. (Author/DB)

289.

ED 134 286 JC 770 126

Report of the Task Force to Implement Senate Bill 1346 on Funding Support for Community College Education in Michigan and Their Mission and Roles and State-Local Relations.

Michigan State Board for Public Community and Junior Colleges, Lansing.

Pub Date Jan 77

Note—86p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—College Role, Community Colleges, Coordination, Decentralization, Decision Making, *Educational Finance, Educational Policy, Equalization Aid, Financial Problems, Governance, Governing Boards, *Junior Colleges, Models, Noncredit Courses, Participation, *Policy Formation, Resource Allocations, School District Autonomy, *State Aid, *State School District Relationship, *Statewide Planning, Tax Support, Trustees

Identifiers—*Michigan

This document presents the final recommendations and background papers of a task force empowered by the Michigan legislature to consider the mission and roles of the state community colleges, alternative funding modes, and the responsibilities and interrelationships of the state and local governing boards. Following an overview of recommendations and summaries of the reports of subcommittees in the three areas, the bulk of the document consists of a detailed explication of the recommended funding model and the report of the subcommittee on state-local relations, presented in appendices. The funding model is based on a 50/50 division of responsibility between the state and local districts, including that for leisure-time courses, and is a criterion-based model intended to equalize local tax bases and economies of scale. The model is presented in two sections: "The Determination of Gross General Fund Investment Needs" and "A Method for the Allocation of State Funds Based on the Determination Needs Model." Measurement criteria, methodology, formulae, and sample applications of the model are provided. The state and local relations committee report presents an historical perspective, a discussion of areas of concern identified through a survey of community college presidents, an analysis of involvement patterns in the state policy decision-making process, outlines the state/local division of governance responsibility, weighs the advantages and disadvantages of centralized versus autonomous systems of governance, and concludes that the state should remain sensitive to the need for institutional autonomy and that a more democratic, less bureaucratic system of statewide governance is needed. The survey instrument and definitions of terms are included. (BB)

Minnesota

290.

ED 060 794 HE 002 899

An Inquiry Into the Relationship Between Area Vocational-Technical Schools and Other Institutions of Higher Education in Minnesota.

Minnesota Higher Education Coordinating Commission, St. Paul.

Pub Date Nov 70

Note—104p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Adult Vocational Education, *Educational Planning, *Higher Education, *Statewide Planning, *Technical Education, *Vocational Education

The 1969 Minnesota State Legislature requested that the Higher Education Coordinating Commission make an inquiry into the relationship between area vocational-technical schools and other institutions of higher education in Minnesota. This report presents recommendations based on a study that included background information about 27 area vocational-technical schools, 17 state junior colleges, the state colleges, the University of Minnesota, and selected private institutions in the state. The 6 recommendations of the Committee are: (1) occupational programs should continue to be offered by all types of postsecondary institutions; (2) proposals for establishing new, public, postsecondary institutions of all types should be reviewed by the Commission, which, in turn, should recommend legislative authorization for all proposed institutions receiving favorable review; (3) expanded cooperation between higher education institutions and area vocational-technical schools located in the same or neighboring communities should continue to be encouraged; (4) the program review function of the Commission should be strengthened and should continue to include considerations of new and existing vocational and occupational education programs; (5) the Commission should review and make recommendations annually to the State Board for Vocational Education as related to postsecondary education; and (6) legislation should be enacted providing authorization for any area vocational-technical school to become a state institution upon petition and recommendation. The underlying rationale for these proposals is explained in depth. (Author/HS)

291.

ED 060 797 HE 002 902

Meeting the Challenge. Recommendations for State Action in Meeting Minnesota's Needs for Post-Secondary Education.

Minnesota Higher Education Coordinating Commission, St. Paul.

Pub Date Jan 71

Note—108p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Development, Educational Finance, *Educational Planning, *Higher Education, *Interinstitutional Cooperation, Master Plans, Private Colleges, Public Education, *Statewide Planning

This document contains recommendations from the Minnesota Higher Education Coordinating Commission to the State Legislature concerning postsecondary education needs in the 1970's. The recommendations pertain to: (1) the assessment of progress and needs in the state, (2) making postsecondary education available to all sectors of Minnesota; (3) the expansion of public postsecondary facilities; (4) facilitating greater utilization of private colleges in meeting Minnesota's postsecondary needs; (5) the achievement of greater effectiveness through cooperation with neighboring states, (6) the clarification of the roles of postsecondary institutions and systems; (7) meeting the continuing education and community services needs of Minnesota; (8) sharing the costs and improving the budgeting of higher education institutions; and (9) the cooperative planning, coordinating, and utilizing of instructional resources and programs. (HS)

292.

ED 079 514 VT 020 684

Pucel, David J.

The Minnesota Vocational Follow-Up System: Rationale and Methods.

Minnesota Univ., Minneapolis. Dept. of Trade and Industrial Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date Feb 73

Note—85p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Area Vocational Schools, Followup Studies, Information Dissemination, *Information Systems, *Post Secondary Education, Program Descriptions, *Program Improvement, Technical Education, Vocational Education, *Vocational Followup

Identifiers—*Minnesota

The vocational follow-up system described in this publication was developed as an outgrowth of Project MINI-SCORE and is designed to gather information useful in decision-making concerning the improvement of the post-high school full-time day programs offered in the Area Vocational-Technical Institutes of Minnesota. The data-gathering instruments, which were developed and perfected with the assistance of representatives of the Area Vocational-Technical Institutes and the Department of Education, provide student population information, program termination information, and student and employer follow-up information. This information is synthesized and reported to the State Department personnel and to the directors of the Minnesota Area Vocational-Technical Institutes. This report provides a description of the system, along with a more inclusive rationale for gathering information for vocational-technical education decision-making. (Author/SB)

293.

ED 118 844 CE 006 387

Pucel, David J. Murphy, Herb

Enrollment and Follow-Up Trends of Students of Full-Time Day Programs of Minnesota Area Vocational-Technical Institutes.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date Dec 75

Note—50p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—Age, Demography, Educational Background, Employment Statistics, *Enrollment Trends, Family Background, *Followup Studies, Graduate Surveys, Marital Status, Physical Handicaps, Post Secondary Education, Predictor Variables, Sex Differences, *State Programs, *Student Characteristics, Tables (Data), Technical Education, *Technical Institutes, Vocational Education

Identifiers—Area Vocational Technical Institutes, Minnesota

The study examines trends among students and graduates of the Minnesota Area Vocational Technical Institutes (AVTIs). Some of the data were gathered yearly between 1970-71 and 1973-74; some were gathered yearly between 1971-72 and 1973-74. Seventeen selected variables were reviewed. Relatively minor changes occurred over the years on seven of the variables: age, sex, marital status, size of household, handicaps, high school graduates, and relation of first job after graduation to training. The percentages of enrollees from households with parents in professional-managerial occupations and craftsman-operative occupations tended to increase slightly as did household income. The percentage of graduates employed during the first year after graduation has been gradually increasing as had the percentage of graduates employed in related occupations during that time. The percentage of students graduating from ATVIs has been decreasing while withdrawals and students completing training objectives without graduating have been increasing. The percentage of students withdrawing for economic reasons has been increasing. The percentage of students having only one job during their first year after graduation has been decreasing as has the percentage of students unavailable for employment due to military service. Appendixes tabulate the data with respect to the 17 variables. (JR)

294.

ED 102 892 HE 006 243

Making the Transition. Report to the 1975 Minnesota Legislature. Comprehensive Plan-Phase 4.

Minnesota Higher Education Coordinating Commission, St. Paul.

Pub Date Jan 75

Note—128p.

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

Descriptors—*Educational Planning, *Higher Education, *Interinstitutional Cooperation, *Post Secondary Education, State Aid, *Statewide Planning, Teacher Responsibility

Identifiers—*Minnesota

The Higher Education Coordinating Commission's Biennial report to the 1975 Minnesota Legislature attempts to identify the major trends and issues confronting postsecondary education in the mid-1970's and to recommend some actions the state can take in addressing them. The commission in this report is proposing several recommendations to the 1975 Minnesota Legislature designed to improve student access to postsecondary education, to improve the state's planning capabilities, to improve cooperation, and to improve the use of the state's postsecondary education resources. Highlights of the recommendations discussed include: (1) removal of the bonding limitation from the Minnesota State Student Loan Program; (2) authorization to negotiate reciprocal student aid agreements with state in which a reciprocity agreement with Minnesota is in effect; (3) recognition of legitimate public service activities as an integral part of faculty responsibility and concomitantly a serious

factor in promotion and salary decision; (4) appropriation to the commission of $50,000 for assessing the potential and developing plans with respect to state policy and action, on utilization of television and other educational media for delivering postsecondary education to the larger population. (Author/PG)

295.

ED 104 313 HE 006 449

Making the Transition. Supplement I: Program Reports. Report to the 1975 Minnesota Legislature. Comprehensive Plan - Phase IV.

Minnesota Higher Education Coordinating Commission, St. Paul.

Pub Date Jan 75

Note—235p.

EDRS Price MF-$0.76 HC-$12.05 PLUS POSTAGE

Descriptors—Grants, *Higher Education, Interinstitutional Cooperation, Medical Education, Nursing, *Planning, *Post Secondary Education, Private Colleges, Scholarships, *State Aid, *Statewide Planning, Statistical Data

Identifiers—*Minnesota

Supplement I of Making the Transition, the Higher Education Coordinating Commission's Report to the 1975 Minnesota Legislature describes the state and federal progams administered by the Commission and it provides extensive historical data on the level of activity in the programs since their inception. The Commission's recommendations for state policy in postsecondary education during the coming biennium can be found in "-Making the Transition" (January 1975). A separate supplement on the Commission's budget review responsibility soon will follow this report. The Commission is responsible for administering a variety of state and federal programs that were established to help improve the state's and the nation's postsecondary education enterprise and to meet the needs of Minnesota residents. Section I reports on activity in Minnesota student financial aid programs. To help enhance the state's planning capacity for postsecondary education, the Commission engages in academic planning, statewide data analysis, and specific planning projects in certain fields such as health. Section II outlines these planning activities. Section III covers the various state programs administered by the Commission, and Section IV reports on three federal programs that the Commission also administers. Appendixes include the Minnesota-Wisconsin Public Higher Education Reciprocity Agreement, 1974-75, and the Minnesota-North Dakota Public Higher Education Reciprocity Agreement, 1975-76. Statistical tables accompany the text. (Author/PG)

296.

ED 111 278 HE 006 674

Making the Transition. Supplement 2: Budget Review Report. Report to the 1975 Minnesota Legislature.

Minnesota Higher Education Coordinating Commission, St. Paul.

Pub Date Feb 75

Note—42

EDRS Price MF-$0.76 HC-$20.94 Plus Postage

Descriptors—*Budgeting, Data, Expenditures, Higher Education, *Models, *Post Secondary Education, State Colleges, State Universities, *Statewide Planning, Systems Analysis, *Systems Development, Vocational Schools

A law passed by the 1973 Minnesota Legislature required the development and implementation of an on-going budgeting process and standardized reporting format that is compatible among the University of Minnesota, The state colleges, the junior colleges, and the public vocational-technical schools. This report is divided into an introduction, a review of the process of developing a program budget for postsecondary education, a description of the program budgeting model and classification system, the data, and a statewide summary and commentary. This report provides a comparative examination of each Minnesota public postsecondary education system of proposed resource expenditures and outputs for the biennium with each system's estimated current expenditures and outputs and presents a method of examining postsecondary education data that, until now, has been unavailable to the public and their elevated officials. It shows system and statewide budgets, participation, and appropriations in a program budgeting format. (Author/KE)

Mississippi

297.

ED 125 675 JC 760 350

Mississippi Public Junior Colleges Statistical Data, 1973-74.

Mississippi State Dept. of Education, Jackson. Div. of Junior Colleges.

Pub Date Dec 74

Note—44p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Associate Degrees, Community Colleges, *Educational Finance, *Enrollment Trends, Expenditures, Junior College Libraries, *Junior Colleges, *State Surveys, *Statistical Data, Tables (Data)

Identifiers—*Mississippi

These tables of data relating to the 16 Mississippi public junior college districts were compiled from the 1973-74 Annual Report to the Junior College Commission, the Budget Requests for fiscal year 1976, and other sources. Full-time day enrollment totalled 25,023 in 1973-74, representing a drop of 1,525 from 1972-73 figures. Part-time day enrollment totalled 7,750, a rise of 908 from the 6,842 enrollment in 1972-73. Evening enrollment showed a rise of 2,675 to 12,190. With other miscellaneous classifications, total enrollment showed a 5,365 rise from 63,458 to 68,823. Enrollment data is broken down according to district and the academic classification of students. In all, 5,203 students graduated in 1973-74. While $34,610,817 was available for the use of the junior colleges in 1973-74, only $33,722,825 was expended. Revenues and expenditures are reported according to district, and source or direction of funds. Summary data are also provided on the preparation and salary schedules of personnel, and the extent of library, transportation, dormitory, and auxiliary services. Comparative data are provided for both 1972-73, and the first six weeks of fall 1975, where available. (Author/NHM)

298.

ED 125 676 JC 760 351

Mississippi Public Junior Colleges Statistical Data, 1974-75.

Mississippi State Dept. of Education, Jackson. Div. of Junior Colleges.

Pub Date Dec 75

Note—30p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Associate Degrees, *Community Colleges, *Educational Finance, *Enrollment Trends, Expenditures, Junior College Libraries, *Junior Colleges, *State Surveys, *Statistical Data, Student Personnel Services, Tables (Data)

Identifiers—*Mississippi

These tables of data relating to the 16 Mississippi public junior college districts were compiled from the 1974-75 Annual Report to the Junior College Commission, the Budget Requests for fiscal year 1977, and other sources. Full-time day enrollment totalled 27,643 in 1974-75, representing a rise of 3,620 from the revised figure of 24,023 for 1973-74. Part-time day enrollment totalled 8,998, a rise of 1,248 from 1973-74. Evening enrollment showed a rise of 5,164 to 17,354. With other miscellaneous classifications, total enrollment showed a 5,148 rise from 67,823 to 72,971. Enrollment data is broken down according to district, and the academic classification of students. In all, 6,089 students graduated in 1973-74. Funds available from a variety of sources in 1974-75 totalled $39,464,058. Expenditure of these funds is described according to function, and revenues and expenditures are divided both according to district, and source or direction of funds. Summary data are also provided on the academic preparation and salary schedules of personnel, and the extent of library, transportation, dormitory, and auxiliary services. Comparative data are provided for both 1973-74, and the first six weeks of fall 1976, where available. (Author/NHM)

299.

ED 134 241 JC 770 056

Mississippi Public Junior Colleges Statistical Data, 1975-76.

Mississippi State Dept. of Education, Jackson. Div. of Junior Colleges.

Note—57p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Associate Degrees, College Faculty, Community Colleges, *Educational Finance, *Enrollment Trends, Expenditures, Income, Junior College Libraries, *Junior Colleges, *State Surveys, *Statistical Data, Tables (Data), Teacher Salaries

Identifiers—*Mississippi

These tables of data relating to the 16 Mississippi public junior college districts were compiled from the 1975-76 Annual Report to the Junior College Commission, the budget requests for fiscal year 1978, and other sources. Full-time day enrollment totalled 23,795 in 1975-76, an increase of 3,754 from the previous year. Part-time and evening enrollment totalled 11,589, an increase of 2,585 from the previous year. Total enrollment, including miscellaneous categories, totalled 45,753, an increase of 6,398 from the previous year. Enrollment data is broken down by district and the academic classification of students. In all, 8,771 students received degrees or certificates during 1975-76. A total of $47,707,344 was available and expended for junior college operations during 1975-76. Revenues and expenditures are reported according to district, and source or direction of funds. Summary data are also provided on the preparation and salary schedules of personnel, and the extent of library, transportation, dormitory, and auxiliary services. Selected enrollment data for 1976-77 is also provided. (JDS)

300.

ED 132 888 HE 008 366

A Survey of the Geographic Origins of Students Attending Institutions of Higher Education in Mississippi, Fall Term, 1975-76.

Mississippi State Building Commission, Jackson.; Mississippi State Postsecondary Education Planning Board, Jackson.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 76

Note—100p.

Available from—The Postsecondary Education Planning Board, Jackson, Mississippi 39205

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Demography, Educational Planning, Enrollment, *Higher Education, Junior Colleges, Nonresident Students, Private Colleges, *Residential Patterns, Resident Students, School Statistics, State Colleges, State Universities, *Statewide Planning, *Statistical Data, Statistical Surveys, *Student Enrollment, Surveys, Universities

Identifiers—*Mississippi

Every institution of higher education in Mississippi was surveyed to determine the origins of students. The purpose of the study was to try to find the answer to the large increases in total enrollments reported by the state universities, the public junior colleges, and some of the private senior colleges after the opening of the 1975 fall semester. Total enrollment figures are given, along with a breakdown showing the home county for in-state students and the total number of out-of-state students for each institution. (JMF)

Missouri

301.

ED 134 245 JC 770 084

Smith, Max S. And Others

Missouri Public Junior College Study. Final Report.

Missouri Commission on Higher Education, Jefferson City.

Pub Date Jul 68

Note—155p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—College Role, Community Attitudes, Community Colleges, Educational Finance, Educational Needs, Educational Planning, Educational Research, *Feasibility Studies, *Junior Colleges, *Master Plans, State Boards of Education, State Legislation, *Statewide Planning, Student Attitudes

Identifiers—*Missouri

The Missouri Commission on Higher Education initiated a comprehensive study of existing and developing state junior colleges in order that a master plan for the orderly development of a state system of comprehensive junior colleges might be developed. Among the areas examined by the study were: (1) the status of public junior colleges; (2) the direction of junior college development in Missouri; (3) the functions of the junior college; (4) statewide districting; (5) cooperative interstate planning; (6) statewide planning and coordination; (7) the need for vocational-technical education; (8) patterns of financial support for junior colleges; (9) criteria and procedures for establishment of new college districts; (10) the relationships of the junior college to other higher education elements and governmental agencies; and (11) population characteristics, trends, and prospects in relation to a statewide plan of junior college districts. Among the results of the study were 22 recommendations for needed legislation. (JDS)

302.

ED 089 398 EA 005 985
Public School Finance Study. Final Report.
Missouri State Dept of Education, Jefferson City
Spons Agency—Danforth Foundation, St. Louis, Mo
Pub Date 72
Note—238p
EDRS Price MF-$0.75 HC-$11.40 PLUS POSTAGE
Descriptors—Community Colleges, *Educational Finance, *Educational Programs, Elementary Schools, Enrollment Trends, Equalization Aid, Junior Colleges, School Districts, *School Organization, *School Support, School Taxes, Secondary Schools, *State Aid, State School District Relationship, Tables (Data)
Identifiers—Finance Reform, *Missouri

This report contains the findings and recommendations of a Missouri public school finance study conducted by the citizens of Missouri. It begins with an overview of the study, giving its organization, the procedures used, and a summary of recommendations. The report then presents separate sections corresponding to each of the following four major areas examined in the study: (1) public school education programs which should be maintained and supported, (2) local school district structures and organization, (3) sources of revenue to support public education in the State, and (4) methods of distribution of State school funds to local school districts. Numerous tables of data throughout the report present statistical information on the history and current status of educational finance in Missouri, enrollment patterns, course offerings, number of school districts, and other demographic information. (Author/DN)

303.

ED 134 249 JC 770 088
Report of Public Junior Colleges, FY74.
Missouri State Dept of Higher Education, Jefferson City
Pub Date [74]
Note—37p
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Assessed Valuation, Associate Degrees, Community Colleges, *Educational Finance, *Enrollment Trends, *Expenditure Per Student, Expenditures, Income, *Junior Colleges, State Aid, *Statistical Data, Tables (Data), Tuition, Unit Costs
Identifiers—*Missouri

Brief narrative descriptions of the development of Missouri community colleges and the purposes and goals of the Missouri Department of Higher Education introduce the 17 tables of data pertinent to various aspects of Missouri junior colleges which make up the bulk of this report. An aggregate statement of income, expenditures, and physical assets of state junior colleges is presented, followed by tables reporting individual college and cumulative data. These cover assessed valuations of community college districts, operating and debt service levies from 1971 through 1974, estimated full-time equivalent (FTE) per capita operating costs and tuition and fees for the 1974-75 academic year, state aid, headcount and FTE enrollment from 1966 through 1974, total semester hours taken in academic years 1972-73 and 1973-74, total graduates during 1973-74, summer school enrollments from 1963 through 1974, categories of semester hours generated in 1973-74, headcount enrollment by program area during fall 1973, student information for fall 1973 and fall 1974, sources of revenues and unrestricted expenditures from fiscal year 1971 through fiscal year 1974, actual and projected FTE enrollments from 1970-71 through 1977-78, and actual and projected per capita costs from 1970-71 through 1977-78. (JDS)

304.

ED 125 394 HE 007 878
The Availability of Academic Programs in Missouri Colleges and Universities, Fall, 1974. A Study of Programmatic Offerings in Independent and State Supported Technical, Two-Year, Four-Year, Graduate and Professional Institutions in the State of Missouri.
Missouri State Coordinating Board for Higher Education, Jefferson City.
Pub Date Dec 75
Note—151p
Available from—Coordinating Board for Higher Education, 600 Clark Avenue, Jefferson City, Missouri 65101
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Academic Education, *Courses, Departments, Educational Supply, Enrollment Projections, *Higher Education, Intellectual Disciplines, *Statistical Analysis, *Student Distribution, *Student Enrollment, Students
Identifiers—*Missouri

The 1974 study of program availability in Missouri provides data on the number of students registered in courses taught in the fall of 1974 and indicates the optimum number of students who could have been accommodated in each of the courses at that time. The information includes the level of the course and HEGIS discipline of the aggregate courses. The data were analyzed for the purpose of determining as accurately as possible how many additional students by program area and level each surveyed institution could have accommodated in the fall of 1974 given the same faculty, support staff, and physical facilities and within optimum class size limits as defined by the individual institution. (Author/JMF)

Montana

305.

ED 095 947 JC 740 318
Montana Post-Secondary Education: Issues and Questions. Staff Report No. 2.
Montana Commission on Post-Secondary Education, Helena.
Pub Date Sep 73
Note—36p
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Educational Alternatives, Educational Finance, Educational Needs, *Educational Objectives, Governance, *Post Secondary Education, *Program Planning, Questionnaires, *State Surveys, Technical Reports
Identifiers—*Montana

The views of 30 members of the Montana Commission on Post-Secondary Education and of a large sector of the Montana population as to the most important "issues and questions facing Montana postsecondary education" were solicited. The replies were categorized into the following subject areas: Goals, objectives and Priorities, Governance, Coordination and Planning, Program and Structure, Private Post-Secondary Education, Financing, Alternative Forms of Post-Secondary Education, Education Opportunities, and Miscellaneous. Under each category heading are listed the numerous questions that were raised. Attachments to the report are: Questionnaire to Commission Members, General Letter, and a Summary of Mailing List. (DB)

306.

ED 095 748 HE 005 821
Review of Prior Studies of Post-Secondary Education in Montana. Staff Report No. 1.
Montana Commission on Post-Secondary Education, Helena
Pub Date Sep 73
Note—159p
EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE
Descriptors—Community Colleges, *Educational Administration, *Federal Programs, *Governance, *Higher Education, Planning, *Post Secondary Education, Statewide Planning, Vocational Education
Identifiers—*Montana

This report is a synopsis of past studies of postsecondary education in Montana. Its purpose is to provide a brief sketch of each past study and to fulfill House Bill No. 578's (1973) mandate to the commission to assess the evidence and resulting recommendations made in prior studies relating to postsecondary education in Montana. The report summarizes, where applicable, the methodology, findings, recommendations, and impact of each study. Nineteen studies were conducted during the 30-year period 1942-1972. This does not include various studies and reports on federal law or special audit reports conducted by state agencies. The major focus of the studies reviewed governance and administration, but the scope ranges from functional responsibilities of the components of postsecondary education through such subjects as community college planning, vocational-technical education, and resource utilization. Perhaps as important as any of the individual studies, this report demonstrates the continuing interest and concern of the state of Montana in postsecondary education. Appendixes include recommendations made by prior studies. (Author)

307.

ED 093 412 JC 740 225
Consolidated Enrollment Report, Fall Quarter, 1973. Montana University System, Private Colleges, Community Colleges.
Montana Univ. System, Helena.
Pub Date Dec 73
Note—38p
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Community Colleges, *Private Colleges, *State Universities, *Student Enrollment, Tables (Data)
Identifiers—*Montana

These reports, compiled from the registrars' reports, present enrollment data for all institutions of higher education in Montana, as of the 1973 fall quarter. The reports are: (A) total full-time and part-time enrollment; (A, part 2) net class distribution; (B) new students transferred from other universities or colleges and schools, (E) geographic distribution of students, and (F) nonresident students. The special reports are: (1) resident and nonresident students in the Montana University System, (2) total enrollment and FTE, MUS, (3) FTE students by level of instruction, MUS; and (4) FTE at private and community colleges. (Author/KM)

308.

ED 095 747 HE 005 820
Montana Post-Secondary Education Today. Staff Report No. 3.
Montana Commission on Post-Secondary Education, Helena.
Pub Date Jan 74
Note—186p
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—Admission (School), Degrees (Titles), Educational Finance, Educational Programs, Faculty, *Governance, *Higher Education, Institutional Role, *Post Secondary Education, *Statewide Planning, *Statistical Data
Identifiers—*Montana

This report is a summary of data currently available on several important aspects of Montana Public Post-Secondary Education. It includes information on structure and governance as well as institutional missions, programs, enrollments, degrees, faculty, income, expenditures, and admissions policies. The final section contains a series of tables that make state-to-state comparisons for higher education. This report is intended as a reference document for the commission throughout their study and constitutes the most comprehensive information assembled to date on the Montana system of postsecondary education and its components. It is equally valuable as an illustration of the difficulties of developing a comprehensive and compatible data base. Lists of the officers and membership of governing boards and councils of Montana postsecondary education are included in the appendix. (Author/PG)

309.

ED 095 949 **JC 740 320**

Accountability. Technical Group Report No. 1.

Montana Commission on Post-Secondary Education, Helena.

Pub Date May 74

Note—66p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Accountability, *Cost Effectiveness, *Educational Accountability, Educational Objectives, *Evaluation Methods, *Post Secondary Education, Technical Reports

Identifiers—*Montana

The results of a study carried out to devise alternative systems of accountability for postsecondary education and its components, as well as to devise criteria and methods of evaluation to determine effectiveness and progress in meeting goals, are reported. The body of the report is a summary of subcommittee reports on the following: Accountability of Post-Secondary Education to the Public and Its Representatives; Accountability of Post-Secondary Education to the Student; Accountability of Individual Faculty, Student and Staff to the Institution; and Accountability of the Public and Its Representatives to the Institution. Appendixes provide an Accountability Chart, the Membership of Accountability Subcommittees; and Interim Reports of the Subcommittees. (DB)

310.

ED 095 737 **HE 005 810**

Fiscal And Budgetary Information [Montana]. Technical Group Report No. 4.

Montana Commission on Post-Secondary Education, Helena.

Pub Date May 74

Note—265p.

EDRS Price MF-$0.75 HC-$12.60 PLUS POSTAGE

Descriptors—*Budgets, Community Colleges, Costs, Educational Administration, *Educational Finance, Expenditures, Facility Planning, *Higher Education, Program Budgeting, *Statewide Planning, Vocational Education

Identifiers—*Montana

This is one of a series of reports by technical consulting groups that are advisory to the Montana Commission on Post-Secondary Education. The data and recommendations presented in these reports reflect the work of the technical group and its members and not the views of the commission itself. The primary purpose of these reports is to provide the commission with information relevant to its task of developing plans for the future of Montana postsecondary education. The Technique Group on Fiscal and Budgetary Information Committee has a diverse membership ranging from a legislator and state administrator to business officers and fiscal experts of various Montana postsecondary institutions. The committee's report consists of five sections: (1) a trend analysis of the income and expenditures of Montana's public postsecondary educational institutions; (2) an extensive examination of costs by discipline and level; (3) a discussion of the uses and misuses of cost information; (4) an historical review of facilities planning and budgeting procedures in Montana and a discussion of possible alternative procedures; and (5) budgetary recommendations. Appendixes include worksheets from the university system, the community colleges, and the vocational-technical institutes. (Author/PG)

311.

ED 095 944 **JC 740 315**

Educational Plans of Montana High School Seniors. Staff Report No. 6.

Montana Commission on Post-Secondary Education, Helena.

Pub Date May 74

Note—67p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—College Choice, *Educational Interest, Higher Education, *High School Students, Occupational Choice, Post Secondary Education, Questionnaires, *School Surveys, *Student Characteristics, *Student Interests, Tables (Data), Technical Reports, Vocational Education

Identifiers—*Montana

A survey was conducted of 473 seniors in 33 secondary schools in Montana to determine how many were planning to continue their education beyond high school. The survey instrument used, a 131-item questionnaire, was a refined version of one developed by the American College Testing Program. Results of the survey, which are provided in 39 tables, showed 19 percent did not plan additional education after graduation. Of the other students, 23 percent were planning to attend a vocational school, and 77 percent planned to attend a college or university. Of those who planned to attend school, 36 percent indicated they would attend 2 years or less and 64 percent indicated they would attend 4 or more years. Appendixes present the Sample Frame Procedure, Letters and Instructions to Principals, the Questionnaire for High School Seniors, Letters to Parents, and a List of High Schools Surveyed. (DB)

312.

ED 095 945 **JC 740 316**

Relations Between Post-Secondary Education and Secondary Education. Technical Group Report No. 9.

Montana Commission on Post-Secondary Education, Helena.

Pub Date May 74

Note—53p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Administrator Attitudes, *College School Cooperation, College Students, Counselor Attitudes, High School Students, *Post Secondary Education, Questionnaires, *School Surveys, *Secondary Education, Student Attitudes, Technical Education, Technical Reports, *Vocational Education

Identifiers—*Montana

Data obtained in a survey made to determine some of the problems in the relationship between high schools and post-secondary institutions and to identify some ways of improving cooperation are presented. Participating in the survey were high school principals, college and university presidents, vocational/technical center directors, proprietary school presidents and directors, and high school counselors, as well as high school and college students. In part 1 of the report, the populations sampled and the percentage of questionnaire responses for each population are reported. The second part summarizes the data collected from the questionnaires sent to high schools, colleges and universities, vocational/technical centers, and proprietary schools. The responses of high school counselors, high school seniors, and college students are summarized in the third part. Conclusions and recommendations are given. The questionnaires with responses, a list of the proprietary schools, and a graphic display of the percent of time spent by counselors on educational, vocational, and personal counseling as compared with the percent of time they would like to spend are provided in the appendixes to the report. (DB)

313.

ED 095 946 **JC 740 317**

Relations Among Post-Secondary Units. Technical Group Report No. 10.

Montana Commission on Post-Secondary Education, Helena.

Pub Date May 74

Note—31p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Colleges, Community Colleges, Consortia, Data Collection, *Higher Education, *Interinstitutional Cooperation, *Post Secondary Education, Questionnaires, *School Surveys, Shared Facilities, Teacher Exchange Programs, Technical Institutes, Technical Reports, *Vocational Schools

Identifiers—*Montana

A questionnaire survey was conducted to determine the amounts and types of interinstitutional cooperation, including the number of persons participating, that existed in Montana postsecondary education. The cooperative activities included consortia of educational institutions, faculty exchange, provisions for student exchanges and/or concurrent enrollment, articulation and transfer agreements, facilities sharing, other cooperative agreements, and joint degrees. In addition, the potential for such arrangements for improving economic and educational effectiveness was assessed. Results of the survey included the following findings: (1) three community colleges, the three private colleges, and the six units of the Montana University System participate in consortia; the five vocational/technical centers frequently act as an informal consortia; (2) all of the institutions participate in various forms of facilities--sharing with state, local, and private agencies; (3) student transfer is probably the major point of contact between and among universities, colleges, community colleges, and vocational/technical centers; (4) there is little formal faculty exchange and sharing; (5) there are nine formal cross-registration and student exchange agreements. It is recommended that state-funds support of continuing education problems be studied, the concept of faculty sharing be expanded, exploration of avenues of cooperation be continued, and the problems of student articulation and transfer be undertaken on a formal or an ad hoc basis. (There are five appendixes to the report.) (DB)

314.

ED 095 948 **JC 740 319**

Student Enrollments. Technical Group Report No. 11.

Montana Commission on Post-Secondary Education, Helena.

Pub Date May 74

Note—49p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Admission Criteria, Colleges, Community Colleges, *Enrollment Projections, *Enrollment Trends, Higher Education, *Post Secondary Education, Questionnaires, School Holding Power, *State Surveys, *Student Enrollment, Tables (Data), Technical Institutes, Technical Reports, Transfer Policy, Vocational Schools

Identifiers—*Montana

The results are presented of a study made to: (1) describe methods of projecting statewide and institutional enrollments in Montana and determine the accuracy of projections over the preceding 5 years; (2) prepare projections for the state and its postsecondary institutions through the year 2000; (3) review and describe standards and practices of admission, standards of retention, procedures and standards of transfer, and to recommend desirable changes; and (4) provide data on student persistence, dropouts, and length of time for completion of degree and certificate programs. Numerous tables provide the project data, and recommendations are made. Appendixes to the report are: How to Project Enrollment--Six University System Units; How to Project Enrollment--Three Private Colleges; and Questionnaire. (DB)

315.

ED 099 040 **JC 740 481**

Montana Commission on Postsecondary Education. Final Report.

Montana Commission on Post-Secondary Education, Helena.

Pub Date 1 Dec 74

Note—152p.

EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE

Descriptors—American Indians, Colleges, Educational Accountability, Educational Finance, *Educational Needs, *Educational Resources, Governance, Health Education, Higher Education, *Postsecondary Education, Program Planning, *State Programs, Statistical Data, Technical Reports, Universities

Identifiers—*Montana

This final report of the Montana Commission on Post Secondary Education discusses information and projections relevant to present and future needs, resources, and the economic and social trends relating to the future of postsecondary education. The 11 chapters of the report are: 1. New Times, New Conditions, New Choices; 2. Goals; 3. Educational Policies; 4. Governance; 5. Planning; 6. Financing; 7. Institutions and Their Missions; 8. Health Care Education; 9. Native Americans and Postsecondary Education; 10. Accountability; and 11. Additional Recommendations. The appendixes to the report provide: Supplementary Data; Staff and Technical Reports; Membership of Technical Groups; Public Hearings Held by Commission; Recommendations; House Bill 578; Montana Public Postsecondary Educational Institutions; State-Level Governance of Montana Education; Roll Call Votes; and Minority Reports. (DB)

316.

ED 102 909 HE 006 276

Consolidated Enrollment Report. Montana University System, Private Colleges and Community Colleges. Fall Quarter 1974.

Montana Univ. System, Helena.

Pub Date Dec 74

Note—21p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors—Colleges, College Students, Community Colleges, *Enrollment, *Geographic Distribution, *Higher Education, Nonresident Students, Private Schools, *Resident Students, Statistical Data, *Transfer Students, Universities

Identifiers—*Montana

This document presents a consolidated enrollment report for all institutions of higher education in Montana. Data are presented for: total full-time and part-time enrollment, net class distribution, new students transfered from other universities or colleges and schools, geographic distribution of students, nonresident students, resident and nonresident students in the Montana University System, total enrollment and PTE for the Montana University system, FTE students by level of instruction in Montana University System, and FTE at private and community colleges. (MJM)

Nebraska

317.

ED 095 942 JC 740 312

Technical College Enrollments '72. Detailed Report of Nebraska Higher Education Enrollment Statistics, Fall Term 1972.

Nebraska Higher Education Facilities Commission, Lincoln.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Academic Facilities.

Pub Date [72]

Note—24p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Community Colleges, *Enrollment Rate, Post Secondary Education, State Surveys, Statistical Data, Tables (Data), *Technical Education, Technical Reports, *Vocational Education

Identifiers—Higher Education Act, *Nebraska

Enrollment data for technical colleges in Nebraska for the year 1972 are provided. Following a summary that discusses the technical college system, total enrollment, enrollment by academic level, freshmen enrollment, and solutions in reporting, 12 exhibits provide the detailed data. These exhibits are: Nebraska Technical Community Colleges, Operating Fall Term 1972; Head Count Enrollment by Academic Level, Fall 1971, 1972; Nebraska Freshman Entrances to Vocational-Technical Colleges by County, Fall 1972; Demographic Representation of Nebraska Freshman Enrollment, Fall 1972--Central Nebraska Technical Community College, Lincoln Nebraska Technical Community College, Mid-Plains Nebraska Technical Community College, Nebraska Technical Community College (Milford), Northeast Nebraska Technical Community College, Omaha Nebraska Technical Community College, Western Nebraska Technical Community College, Non-Nebraska Freshman Entrances to Vocational-Technical Colleges by State, Fall 1972, and Demographic Representation of Non-Nebraska Freshman Enrollment, Fall 1972. (DB)

318.

ED 094 186 CE 001 706

Adult Education: Survey Report 1973.

Nebraska Univ., Lincoln. Dept. of Adult and Continuing Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date 15 Jan 74

Note—91p.

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—*Adult Basic Education, *Adult Education, *Adult Education Programs, Adult Students, Community Colleges, Disadvantaged Groups, Learning Activities, Literature Reviews, Participant Characteristics, Personnel Data, *State Surveys, Student Enrollment

Identifiers—*Nebraska

The study was an attempt to obtain information about a variety of adult education programs in Nebraska by assessing the number of adult education programs or courses, the number of people being reached, and the number of professional or volunteer staff people involved. The document opens with a literature review of selected studies on growth of adult education in Nebraska and the United States. In addition the document presents the following: (1) a discussion of the procedures employed to collect the various data, (2) a brief description of the methods utilized in displaying information, and (3) a description of the analysis plan designed to examine the relationship of various findings over a period of time. The findings are presented in the form of graphs, tables on selected data in adult education courses, clientele, participants, instructional personnel, and time comparisons of selected data on per pupil cost/enrollments and instructional personnel/enrollments. A summary of the findings and five recommendations are briefly discussed. Four appendixes are included. (BP)

319.

ED 104 481 JC 750 269

A Basis for Future Planning: State Plan for Nebraska Technical Community Colleges.

Nebraska Technical Community Colleges, Lincoln.

Pub Date Mar 75

Note—87p.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors—Budgets, College Administration, College Planning, Educational Innovation, *Educational Objectives, Educational Quality, Facility Planning, *Junior Colleges, *Master Plans, Money Management, Professional Continuing Education, *Statewide Planning, Student Needs, Student Personnel Services, *Technical Institutes

Identifiers—*Nebraska Technical Community Colleges

This report is a comprehensive state plan for the development of technical community college education and training in Nebraska. Part I describes the process by which this plan was developed, identifies the ten educational goals of the Technical Community College System, and indicates the present status of goal achievement and the priorities for future objective accomplishment. The ten goals involve: (1) availability of educational services, (2) types of educational services; (3) student needs, (4) program quality; (5) administrative structures; (6) program innovation; (7) budgeting and fiscal management; (8) facilities; (9) professional growth; and (10) student services. Part II displays the information gathered and the conclusions reached; the intent, major objectives, priority objectives, and suggested implementation activities of each goal are presented in list form. Appendices include a list of goal statements, a flow chart showing methods of plan development and future modification, a statement of the assignments of each group involved in the development of the goals, a list of steering committee members, initial task force assignments, additional goals suggested by task force members, possible questions for reviewing the plan, and a list of all who participated in plan development. (DC)

320.

ED 123 352 CE 007 024

Educational and Occupational Choice: An Analysis of the Decision-Making Process of Central Nebraska High School Graduates of 1973. Final General Report.

Spons Agency—Nebraska State Colleges, Lincoln.; Nebraska State Public Post-Secondary Coordinating Council, Lincoln.; Nebraska Technical Community Colleges, Lincoln.; Nebraska Univ., Lincoln.

Pub Date Sep 75

Note—317p.; Not available in hard copy due to print quality of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Career Choice, *College Choice, *Decision Making, Educational Experience, Factor Analysis, Family Characteristics, *Followup Studies, *High School Graduates, Interviews, *Occupational Choice, Parent Influence, Post High School Guidance, Social Factors, Socioeconomic Influences, Student Characteristics, Student Opinion, Tables (Data), Teacher Influence, Vocational Counseling

Identifiers—Nebraska

The study developed a pilot interview schedule and analyzed the decision-making process of 326 central Nebraska 1973 high school graduates relative to their educational/occupational choices during the following year. Data were gathered through personal interviews with the graduates and a telephone survey of their parents and were analyzed to discover personal and organizational influences on the decision-making process, specifically: (1) graduates' high school experience and achievement, (2) influence of school personnel; (3) students' information-search activities; and (4) parents' characteristics, attitudes, activities, and degrees of their involvement and of their influence. Also examined were: (1) the various stages in the timing of the graduates' decisions; (2) the financial and nonfinancial factors considered by the graduates, and their effect on the final choice; and (3) the graduates' perceptions of education's purpose and of the school's responsibility for helping students with decision-making. The results were analyzed with reference to the type of postsecondary activity engaged in by the graduates. The report is divided into three sections of approximately equal length: (a) a description of the study and discussion of the findings, (b) 119 tables of data, and (c) copies of the parents' telephone interview and graduates' interview schedules. (Author/AJ)

Nevada

321.

ED 118 199 JC 760 126

State Plan for Community Colleges in the State of Nevada.

Nevada Univ., Reno. Community Coll. Div.

Pub Date 7 Jan 71

Note—119p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage

Descriptors—*College Planning, Community Colleges, Educational Needs, Educational Policy, Enrollment Projections, Facility Planning, *Junior Colleges, Manpower Needs, *Master Plans, *Policy Formation, Post Secondary Education, *Statewide Planning, Student Interests, Vocational Education

Identifiers—*Nevada

This document is a 1971 master plan for the development of Nevada community colleges. The mission of the community college is seen as five-fold: occupational, university parallel, developmental, community service, and counseling and guidance. Based on projected manpower needs, the establishment of two new community colleges in Clark County and Western Nevada is recommended. These two new colleges will join Elko Community College as the foundation of the Nevada community college system. Enrollment projections for each of these three institutions are made for the 10-year period ending in 1980. Projections are based on an assessment of high school graduate interest in specific programs, and the expected effects of Nevada's public school adult education programs, of existing post-secondary occupational programs at the state universities, and of population growth. In addition, policy recommendations are made concerning admission standards, college size, grading, articulation, budget, facility improvement, and expansion. Specific recommendations include: the establishment of an open door policy, a grading policy designed to pass students, rather than to fail them, a goal of 60 percent of total student enrollment in occupational programs, a maximum size of 5,000 full-time equated students for any community college in the state. (NHM)

322.

ED 100 283 **HE 006 188**

University of Nevada System Comprehensive Plan, 1975-1979.

Nevada Univ., Reno.

Pub Date [75]

Note—151p.

EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE

Descriptors—College Administration, Community

Colleges, *Higher Education, *Master Plans, Private Colleges, State Colleges, State Universities, *Statewide Planning, *University Administration
Identifiers—*Nevada

This document presents the University of Nevada System comprehensive plan for 1974-1979. Emphasis is placed on goals and objectives of state-supported higher education in Nevada, organization of the system and its major divisions, higher education issues and problems in Nevada in the 1970s, comparative analysis with other systems; a descriptive analysis of the University of Nevada system from July 1, 1968 to December 1974; and nonpublic postsecondary education in Nevada. Statistical data and a bibliography are included. (MJM)

New Hampshire

323.

ED 014 289 JC 660 500
NIKITAS, CHRISTUS M. AND OTHERS
COMPREHENSIVE JUNIOR COLLEGES.
NEW HAMPSHIRE JUNIOR COLL. COMMISSION, CONCORD
PUB DATE 28 JUN 66
EDRS PRICE MF-$0.25 HC-$0.76 17P.

DESCRIPTORS *EDUCATIONAL PLANNING, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, COLLEGE PLANNING, EDUCATIONAL FINANCE, GOVERNANCE, NEW HAMPSHIRE, SCHOLARSHIPS, STATE AGENCIES,

TO MEET THE STATE'S HIGHER EDUCATION NEEDS, THE NEW HAMPSHIRE JUNIOR COLLEGE COMMISSION DEVELOPED A PLAN OF (1) GRADUAL AND SELECTIVE CONVERSION OF THE STATE'S TECHNICAL AND VOCATIONAL SCHOOLS TO COMPREHENSIVE JUNIOR COLLEGES, (2) SELECTIVE ADDITION OF 2-YEAR PROGRAMS AT THE STATE COLLEGES AND INSTITUTES, AND (3) ESTABLISHMENT OF A STATE SCHOLARSHIP PROGRAM. SPECIFIC RECOMMENDATIONS INCLUDE (1) TUITION FEES OF APPROXIMATELY HALF OF THE INSTRUCTIONAL COSTS, (2) SCHOLARSHIPS FOR NEEDY STUDENTS, (3) LOCAL PROVISION OF JUNIOR COLLEGE SITES, (4) STATE FINANCING OF CONSTRUCTION AND CAPITAL COSTS, AND (5) STATE FINANCING OF NO MORE THAN 50 PERCENT OF OPERATING COSTS, PLUS PARTICIPATION WITH LOCAL AND PRIVATE AGENCIES IN A SCHOLARSHIP PROGRAM. (WO)

324.

ED 118 194 JC 760 120
1975 Graduates Placement Report: New Hampshire Technical Institute and New Hampshire Vocational-Technical Colleges.
New Hampshire State Dept. of Education, Concord. Div. of Post-Secondary Education.
Pub Date [75]
Note—32p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—Community Benefits, Educational Assessment, Educational Benefits, *Followup Studies, *Graduate Surveys, Junior Colleges, Occupational Surveys, Salaries, *Technical Institutes, *Vocational Education
Identifiers—*New Hampshire

A total of 712 students graduated from the seven institutions in the New Hampshire Post-Secondary Vocational-Technical Education System in 1975. In spite of the high unemployment rate in the State, 70 percent, or 495 of the eligible graduates were employed full-time by September 30, 1975; 3 percent were employed part-time, 12 percent were continuing their education full-time, and only 9 percent were still seeking employment. Of all graduates employed full-time, 91 percent have remained in New Hampshire, 88 percent commute to work from their home towns, and 92 percent are employed in their major or related field of study. Average entry job salaries by job categories remained stable, showing no significant change from 1974. This is consistent with the general economic outlook. It is estimated that all graduates employed full-time will have a total gross earning power in excess of $3,750,000 during their first year of employment. Data are tabulated for each of the seven institutions, according to program of study, and a list of representative companies employing 1975 graduates is provided. (Author/NHM)

New Jersey

325.

ED 018 555 VT 001 030
FRIGIOLA, NICHOLAS F.
TECHNICAL EDUCATION.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON
PUB DATE JUL 65
EDRS PRICE MF-$0.25 HC-$0.76 17P.

DESCRIPTORS *CURRICULUM, *EDUCATIONAL PLANNING, *SUBPROFESSIONALS, *TECHNICAL EDUCATION, AREA VOCATIONAL SCHOOLS, EDUCATIONAL NEEDS, NEW JERSEY, STUDENT ENROLLMENT, VOCATIONAL EDUCATION,

THE CONSENSUS OF OUR NATION'S LEADERS AFFIRMS THAT THE COUNTRY'S GREATEST TECHNICAL EDUCATION VOID IS IN THE AREA BETWEEN THE 12TH GRADE AND THE BACCALAUREATE DEGREE. THE IMPACT OF ACCELERATED PROGRESS IN TECHNOLOGICAL ACHIEVEMENTS MAKES TECHNICAL EDUCATION MANDATORY IF THE MANPOWER SHORTAGE IS NOT TO BECOME A NATIONAL EMERGENCY. BECAUSE NEARLY 80 PERCENT OF THE EDUCABLE YOUTH DO NOT PURSUE EDUCATION AT OR BEYOND THE BACCALAUREATE LEVEL, IT IS MOST IMPORTANT THAT HIGH SCHOOL STUDENTS BE GIVEN EVERY OPPORTUNITY TO PREPARE FOR THE WORLD OF WORK WHICH DEMANDS SPECIALIZED SKILLS AND UPDATED TECHNICAL COMPETENCIES. NEW JERSEY NEEDS (1) COUNTY-OPERATED AREA VOCATIONAL-TECHNICAL HIGH SCHOOLS WITH DIVERSIFIED AND BALANCED CURRICULUMS PRESCRIBED BY INDUSTRY'S PLACEMENT DEMANDS, (2) PUBLICALLY CONTROLLED 2-YEAR COUNTY TECHNICAL INSTITUTES WITH CURRICULUMS LEADING TO THE ASSOCIATE DEGREE, AND (3) UTILIZATION OF THESE FACILITIES BY ADULTS WHO NEED TRAINING, UPGRADING, OR RETRAINING. ACCOMPANYING CHARTS SHOW (1) TECHNICAL EDUCATION ENROLLMENTS FROM 1960 TO 1965, (2) MANIPULATIVE, TECHNICAL, AND GENERAL EDUCATION SKILLS NEEDED BY CRAFTSMEN, TECHNICIANS, AND ENGINEERS, (3) SCHOOLS IN NEW JERSEY PRESENTLY OFFERING TECHNICAL CURRICULUMS, (4) ORIENTATION OF EDUCATIONAL LEVELS THROUGH GRADE 12, AND (5) ORIENTATION OF COUNTY COLLEGE EDUCATION IN NEW JERSEY. (EM)

326.

ED 035 228 EF 003 773
Facilities Standards and Planning Manual for New Jersey County Community Colleges.
New Jersey State Dept. of Higher Education, Trenton. Div. of Two Year Colls.
Pub Date Jan 69
Note—65p.
EDRS Price MF-$0.50 HC-$3.35
Descriptors—*Campus Planning, *College Buildings, *Community Colleges, Construction Costs, Facility Expansion, *Facility Requirements, *Standards

After some general comments concerning all guidelines, planning standards are described for--(1) various types of new facilities, (2) expansion of present facilities, (3) minimum space requirements for a college, (4) net-to-gross space ratios, and (5) total project costs. Information regarding capital construction project submissions procedure is also included. (FS)

327.

ED 043 316 JC 700 200
Tuckman, Bruce W. Edwards, Keith J.
A Study of the Role of the Community College in the Development of Self- and Occupational-Concepts. Final Report.
Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date Jul 70
Note—50p.
EDRS Price MF-$0.25 HC-$2.60
Descriptors—Cross Sectional Studies, *Identification (Psychological), *Junior Colleges, Junior College Students, Longitudinal Studies, *Occupational Aspiration, Role Perception, *Self Concept, Statistical Analysis, *Student College Relationship
Identifiers—*New Jersey, Occupational Repertory Test

This study probes the relative effects of 2-year and 4-year college environments on their students. Using a population of 305 male students who had resided and graduated from public schools in the same county, 195 were randomly selected for the study. These students--68 from a university and 46 liberal arts, 25 technical, and 56 business students from a nearby 2-year junior college--were given a variant (Bingham's Occupational Repertory Test) of the Modified Repertory Test, both at college entrance and 21 months later. Changes in self-esteem, level of incorporation of occupational concepts, and level of incorporation of social role concepts were noted. Statistical analysis of data suggests that: (1) preselection factors were operating in the students' initial program choice; (2) 2-year college students experienced a noticeable increase in self-esteem and identification with higher status occupations, making post-test differences in self-esteem between 4-year and 2-year college students insignificant, (3) the identification between 2-year college students enrolled in occupationally centered programs and their occupation was intensified, and (4) there was little change in the self-esteem or occupational identification of students completing their first two years of university experience. Based on these findings, the effects of the 2-year college environment are seen as particularly significant in developing occupational and self-concepts. (JO)

328.

ED 100 431 JC 750 060
Community College Finances, 1974-75.
New Jersey State Dept. of Higher Education, Trenton.
Pub Date [74]
Note—62p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*College Planning, Educational Economics, *Educational Finance, Enrollment Trends, *Junior Colleges, Operating Expenses Physical Facilities, *Prediction, *Resource Allocations, Statistical Studies, Tables (Data), Tuition
Identifiers—*New Jersey

This report was prepared to assist the New Jersey Board of Higher Education in allocating state appropriations to community colleges. The selected financial data and related nonfinancial data describing the fiscal operation of community colleges as projected for 1974-75 are summarized. The paper is organized around five topics: Costs in Perspective, Allocation of Resources, Sources of Revenue, Enrollment Data and Output Measures, and Facilities and Capital Data. New Jersey's community colleges have experienced dramatic growth over the 6-year period 1969-75 in both enrollments (290 percent) and operating costs (400 percent), and in the years 1973-75, costs have far exceeded enrollments. This and other trends are expected to continue. More money will be allocated to physical plant and general expense, less to instruction. While student tuition will continue at 25 percent of educational costs, the remaining 75 percent is shifting from the state to the counties. More students will enroll in career programs and elect to study part-time. Expansion of facilities will reflect the moderate enrollment growth now being experienced. Data is presented throughout the study in tabulated form. (Author/MJK)

329.

ED 105 945 JC 750 338
Apetz, William And Others
New Jersey Community Colleges--The First Ten Years, 1963-1973; A Report of the New Jersey

Council of County (Community) Colleges to the State Legislature.

New Jersey State Dept of Higher Education, Trenton. Office of Community Coll. Programs.

Pub Date Feb 75

Note—48p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors—Academic Achievement, Community Colleges, Comparative Analysis, *Educational Finance, *Educational History, Enrollment Trends, *Junior Colleges, Post Secondary Education, Program Costs, *State Legislation, *Student Characteristics, Transfer Students, Tuition

Identifiers—*New Jersey

Since 1962, when the state legislature authorized the establishment of community colleges and committed the state to share in their support, 16 community colleges and 67,166 students have been added to the higher education system in New Jersey. This report documents the development of the community colleges from 1955 to 1972 in the context of the history of higher education in that state. It also reviews: (1) the state legislation authorizing the establishment of community colleges; (2) the success of community colleges in fulfilling their goals (providing accessibility to higher education, offering a diversity of programs, and responding to local, state, and national needs); (3) the capital and operating costs and methods of finance; and (4) current issues and plans for the future. Charts and tables give data regarding enrollment, tuition compared to that of other states, family income distributions, student ACT scores compared with those of a national community college sample, the number of students who have transferred to four-year institutions, and the number of associate degrees conferred. (DC)

330.

ED 118 198 JC 760 125

Community College Finances, 1975-76. [New Jersey]

New Jersey State Dept. of Higher Education, Trenton.

Note—55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage

Descriptors—Budgets, Community Colleges, Costs, *Educational Finance, Enrollment Projections, *Enrollment Trends, Expenditure Per Student, Facility Planning, Financial Support, *Junior Colleges, Resource Allocations, *State Aid, *Statewide Planning

Identifiers—*New Jersey

This financial report of the New Jersey community colleges is organized around a series of five topics: (1) costs and enrollments; (2) allocation of resources; (3) sources of revenue; (4) enrollment profile and output measures; (5) facilities and capital data. Each of the five sections contains quantative data from budget projections submitted by the colleges for fiscal year 1975-76 and prior years. State aid to the community colleges actually supports a full-time equivalent (FTE) student count 3 percent below the enrollment projections of the colleges. In 1974-75, in addition, there was a major discrepancy between the high actual enrollments at the colleges (60,257 FTE) and the original projections of the colleges (57,656). Latest estimates of enrollment for 1975-76 are for 66,400 FTE. However, because of state imposed FTE limitations, and elimination of the conventional state reimbursement mechanism for overenrollments, the colleges will only receive state funding for 53,129 FTE. There will be, however, a marked increase in other sources of funds, including federal, county, industry, and private. The increased enrollment appears to be part of a general pattern of overall growth in college attendance as an alternative to employment because of a scarcity of jobs. Detailed financial data are tabulated and appended. (Author/NHM)

331.

ED 131 891 JC 770 001

Doty, Charles R., Ed. Gepner, Ronald, Ed.

Post-Secondary Personnel Development. Volume 1.

Mercer County Community Coll., Trenton, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date 30 Jun 76

Note—496p.; Proceedings of the National Conference on Personnel Development for Post Secondary Vocational and Technical Education Programs of Less than Baccalaureate Degree (St. Louis, Missouri, January 18-21, 1976)

EDRS Price MF-$1.00 HC-$26.11 Plus Postage.

Descriptors—Administrative Personnel, College Faculty, Community Colleges, *Conference Reports, Faculty Evaluation, Inservice Teacher Education, *Junior Colleges, Part Time Teachers, *Post Secondary Education, Preservice Education, *Staff Improvement, *Teacher Improvement, *Vocational Education Teachers

Compiled in this document are papers presented at a conference on personnel development in postsecondary vocational and technical education programs of less than baccalaureate degree. The conference resulted from a recognition of the problem of employing technically competent, yet unprepared to teach, persons from business and industry. Topics of the papers include: (1) Personnel Development as a Priority; (2) Notes on Personnel Development Programs; (3) Attitudes of a New Community College Instructor; (4) Role of Faculty Development in Two-year Postsecondary Institutions; (5) Court Decisions Affecting Teacher Evaluation; (6) Faculty Evaluations--What Do They Mean?; (7) Faculty Evaluation in Community Colleges; (8) A Model for Implementing Competency Based Programs; (9) An On Campus Teaching Consultant; (10) Maximum Effectiveness: Staff Development; (11) Preparing Post-secondary Faculty Members through Preservice Programs; (12) Faculty Development in the Community College; (13) Adjunct Occupational Instructors; (14) Teaching Strategies for Postsecondary Institutions; (15) Technical Upgrading of Instructors; (16) Nontraditional Students; and (17) Career Development of Administrators. Six conference group reports and extensive annotated bibliographies complete the document. (JDS)

332.

ED 131 892 JC 770 002

Doty, Charles R., Ed. Gepner, Ronald, Ed.

Post-Secondary Personnel Development. Volume 2.

Mercer County Community Coll., Trenton, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date 30 Jun 76

Note—338p.; Proceedings of the National Conference on Personnel Development for Post Secondary Vocational and Technical Education Programs of Less than Baccalaureate Degree (St. Louis, Missouri, January 18-21, 1976)

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—College Faculty, Community Colleges, Conference Reports, *Inservice Teacher Education, *Junior Colleges, Part Time Teachers, *Post Secondary Education, *Program Descriptions, Staff Improvement, *Teacher Improvement, *Vocational Education Teachers

Personnel development programs for postsecondary vocational and technical faculty in selected postsecondary educational institutions in several states are identified and described according to the following criteria: (1) objectives of the program; (2) organization of the program; (3) cost of the program; (4) motivation of staff; (5) pedagogical skills emphasized; (6) technical content emphasized; (7) constraints on the program; (8) the evaluation process; and (9) program changes needed. Programs at 25 colleges in 17 different states are described. The programs are institutional programs in continuous operation, not departmental or for special groups. Each is focused on upgrading the teaching skills of technically competent, yet pedagogically unprepared, persons from business and industry who are instructors in vocational and technical education in community colleges and technical institutes. (Author/JDS)

333.

ED 134 248 JC 770 087

Financial Report of the County Colleges of the State of New Jersey for the Fiscal Year Ended June 30, 1976.

New Jersey State Dept. of Higher Education, Trenton. Office of Community Coll. Programs.

Pub Date 1 Feb 77

Note—143p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Capital, Community Colleges, Costs, *Educational Finance, Enrollment, Enrollment Trends, Expenditure Per Student, *Expenditures, Financial Needs, *Financial Support, *Income, *Junior Colleges, Program Costs, Tables (Data)

Identifiers—*New Jersey

Data drawn from audited financial statements of the individual county colleges of New Jersey for fiscal years 1975 and 1976 provided the basis for this report on the county colleges' finances with regard to sources of current income, full-time-equivalent (FTE) student enrollments and costs, educational and general expenditures, and physical plant and capital. Analysis of the data for fiscal year 1976 compared to fiscal year 1975 revealed: state aid accounted for 28% of total revenues in 1976, up 2%; county appropriations constituted 35% of revenues, up 20%; 29% of revenues came from tuition and fees, up 13%; 8% was contributed from other sources (grants, investments, interest income, miscellaneous), down 16%; educational and general expenditures increased 13% while cost per FTE student declined .5%; and 1976 FTE enrollment was 67,894, up from 60,056 FTE's in 1975. Overall, the rate of growth of expenditures (13%) was greater than the rate of growth of revenues (12%). However, when inflationary factors are accounted for, the real rate of expenditure growth was only 7% while FTE enrollments grew by 13%. Further study of what constitutes a desirable balance between sources of revenue for the county colleges is needed. Appended are financial data for all colleges. (JDS)

New York

334.

ED 017 247 JC 680 024

KUUSISTO, ALLAN A.

REPORT OF THE CONFERENCE ON TWO-YEAR COLLEGES AND THE DISADVANTAGED (STATE UNIVERSITY OF NEW YORK, DELHI, JUNE 15-17, 1966).

STATE UNIV. OF N.Y., ALBANY

NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE JUN 66

EDRS PRICE MF-$0.25 HC-$1.36 32P.

DESCRIPTORS *COLLEGE ROLE, *DISADVANTAGED YOUTH, *EDUCATIONAL DISADVANTAGEMENT, *JUNIOR COLLEGES, *STUDENT NEEDS, EDUCATIONAL NEEDS, EDUCATIONALLY DISADVANTAGED,

THREE PRINCIPLES ARE BASIC TO THE JUNIOR COLLEGE ROLE IN EDUCATING THE DISADVANTAGED--(1) THE COLLEGE MUST BE AVAILABLE TO ALL, (2) THE COLLEGE MUST MAKE A DEFINITE COMMITMENT TO EDUCATING DISADVANTAGED STUDENTS, AND (3) THE COLLEGE MUST HELP ITS ENROLLEES TO SUCCEED. DISADVANTAGED CHILDREN, REPRESENTING 15 PERCENT OF THE CHILD POPULATION, ARE (1) IN THE LOWEST INCOME GROUP, (2) DELAYED, BY FAMILY BACKGROUND, IN ADJUSTMENT TO CITY LIVING, (3) OFTEN SUBJECT TO OVERT RACIAL OR SOCIAL DISCRIMINATION, AND (4) USUALLY CHARACTERIZED BY LOW INTEREST, MOTIVATION, AND ACHIEVEMENT IN SCHOOL. DISADVANTAGED STUDENTS NEED OPPORTUNITIES WHICH THEY CAN VISUALIZE AS REAL CHANCES FOR THEM. PROGRAMS FOR DISADVANTAGED STUDENTS MAY EFFECTIVELY INVOLVE VARIATIONS IN ADMISSIONS PRACTICES TO INCLUDE CRITERIA OTHER THAN SCHOOL ACHIEVEMENT, AND EXTENSIVE PREADMISSIONS COUNSELING. A MAJOR CRITICISM OF COLLEGE PROGRAMS CURRENTLY IN OPERATION IS THAT THEY ARE LIMITED TO AN ASSUMPTION THAT DISADVANTAGED STUDENTS REQUIRE ONLY A LIBERAL ARTS CURRICULUM. INCLUSION OF NUMBERS OF DISADVANTAGED STUDENTS IN A COLLEGE OFFERS A CHALLENGE TO TEACH STUDENTS RATHER THAN TO SORT THEM. (WO)

335.

ED 019 039 JC 670 353

THE REGENTS STATEWIDE PLAN FOR THE EXPANSION AND DEVELOPMENT OF HIGHER EDUCATION, 1964, WITH THE PROGRESS REPORTS FOR 1966 AND 1967. (TITLE SUPPLIED).

STATE UNIV. OF N.Y., ALBANY
NEW YORK STATE EDUCATION DEPT., ALBANY
EDRS PRICE MF-$1.25 HC-$10.84 269P.

DESCRIPTORS– *HIGHER EDUCATION, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, ADMINISTRATIVE ORGANIZATION, EDUCATIONAL FINANCE, EDUCATIONAL PHILOSOPHY, EDUCATIONAL POLICY, EDUCATIONAL RESOURCES, GOVERNANCE, NEW YORK,

AS THE HEAD OF THE STATE'S EDUCATIONAL SYSTEM, THE BOARD OF REGENTS EXERCISES CONTROL OVER FOUR SEGMENTS OF HIGHER EDUCATION--(1) THE STATE UNIVERSITY OF NEW YORK, (2) THE CITY UNIVERSITY OF NEW YORK, (3) THE COMMUNITY COLLEGES OPERATING WITHIN THE PROGRAM OF THE STATE UNIVERSITY, AND (4) THE PRIVATELY CONTROLLED COLLEGES. IN 1964 THE REGENTS PREPARED THIS PLANNING DOCUMENT, GIVING ATTENTION TO (1) THE STATE'S HIGHER EDUCATION NEEDS, INCLUDING PROJECTIONS OF ENROLLMENTS, (2) THE REGENTS' GOALS FOR POST-HIGH SCHOOL EDUCATION, (3) REVIEWS OF INSTITUTIONAL PLANS, (4) A 63-POINT PLAN FOR ORGANIZATION AND ADMINISTRATION OF HIGHER EDUCATION, (5) FINANCING, AND (6) RECOMMENDATIONS FOR FUTURE DEVELOPMENT. THE PLAN IS INTENDED (1) TO MEET THE NEEDS OF INDIVIDUALS, (2) TO MEET THE NEEDS OF THE ECONOMY AND THE SOCIETY, (3) TO STRENGTHEN INSTITUTIONS, (4) TO IMPROVE STATE SERVICES TO THE COLLEGES, AND (5) TO GUIDE AND ENCOURAGE THE DEVELOPMENT OF NEW PROGRAMS AND INSTITUTIONS. APPENDIXES CONTAIN EXCERPTS FROM PERTINENT STATE LAWS, A LIST OF RELATED STUDIES AND REPORTS, AND LISTS OF THE STATE'S INSTITUTIONS OF HIGHER EDUCATION, WITH SELECTED STATISTICAL INFORMATION. SUPPLEMENTAL PROGRESS REPORTS SUBMITTED BY THE BOARD OF REGENTS IN 1966 AND 1967 ARE INCLUDED IN THE BASIC DOCUMENT. (WO)

336.

ED 075 028 JC 730 099
Gooler, Dennis D., Ed.
Uses of Technology in Community Colleges: A Resource Book for Community College Teachers and Administrators.
Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.
Spons Agency—New York State Education Dept., Albany. Bureau of Occupational Education Research.
Report No—TR-72-674
Pub Date Dec 72
Note—156p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Audiovisual Aids, Classroom Materials, Community Colleges, *Guides, *Instructional Innovation, Instructional Materials, Post Secondary Education, *Resource Materials

This resource guide for community college teachers and administrators focuses on hardware and software. The following are discussed: (1) individual technologies--computer-assisted instruction, audio tape, films, filmstrips/slides, dial access, programmed instruction, learning activity packages, video cassettes, cable TV, independent learning labs, simulations; and (2) programs of interest--pervasive problems (getting faculty to take advantage of resources, training faculty, the need to create incentives to facilitate the faculty's use of instructional innovations), Central Piedmont Community College, Oakland Community College, and Monroe Community College. A bibliography of additional resources is followed by a list of places to obtain more information about ongoing projects. (KM)

337.

ED 068 088 JC 720 241
Cooperative Education at LaGuardia Community College: An Assessment and Description of the Initiation of an Innovative Curriculum. Final Report.
Soper Associates, Berne, N. Y.
Spons Agency—New York State Education Dept., Albany. Bureau of Occupational Education Research.
Pub Date Aug 72
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cooperative Education, Curriculum Evaluation, Curriculum Planning, Educational Innovation, Internship Programs, *Junior Colleges, *Program Evaluation, *Work Experience Programs, *Work Study Programs
Identifiers—*New York

La Guardia College (New York) is the only community college in the United States requiring its entire student body to participate in a work-experience program regardless of curriculum choice. This study, conducted by a team of selected consultants, is an assessment of the program based on onsite visits, interviews, and an array of reports and publications. Areas of assessment were: (1) the legal framework, administrative structure and facilities; (2) the college curriculum; (3) the recruitment and enrollment program; (4) student services; (5) the college's self-evaluation program; and (6) the degree of the college's success. Some conclusions were: (1) the curriculum, using an interdisciplinary approach, individualized instruction, and a work internship program, provides a relevant experience for the student; (2) team counseling has proved to be effective and should be further developed to attain its full potential; (3) there is a pronounced need for additional funding sources to aid the financially pressed student; (4) recruitment methods need to be more comprehensive; (5) the college should continue to seek ways to evaluate the degree to which it is meeting its goals and objectives; and (6) the program merits close study by education authorities in other major metropolitan areas. (RN)

338.

ED 082 675 HE 004 704
Trends in Credit Course Enrollment, 1948-1972 and Degrees Granted, 1949-50 through 1971-72.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Report No—SUNY-OIR-37
Pub Date Jul 73
Note—140p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Degrees (Titles), *Educational Supply, Enrollment, *Enrollment Trends, *Higher Education, School Registration, Statewide Planning, *Statistical Analysis
Identifiers—*New York

This report is divided into two parts: headcount enrollment, and degrees granted at the institutions of higher education in New York. Each section contains a summary table for each type of institution followed by a table of statistics for each institution within that type. Summaries of statistics for all institutions of the State University of New York and for all state-operated institutions will be found at the beginning of each section. Enrollment figures are taken from the fall semester enrollment count. Degrees granted data represent all the degrees awarded during each year, from July through June. The data for this report are from the files of the central staff office of institutional research. The subdivisions for each section are: totals for the State University of New York; totals for state-operated institutions; university centers; university colleges; health sciences centers; specialized colleges; statutory colleges, associated colleges of upper New York; agricultural and technical colleges, and community colleges. (Author/PG)

339.

ED 088 546 JC 740 100
Corcoran, Thomas B. Burke, Ross
Factors Affecting Enrollment in Engineering-Related Technical Programs in Community Colleges. Final Report.
Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.
Spons Agency—New York State Education Dept., Albany. Bureau of Occupational Education Research.
Report No—SURC-TR-73-554
Pub Date Feb 73
Note—198p.
EDRS Price MF-$0.75 HC-$9.00
Descriptors—*College Curriculum, *Community Colleges, Educational Policy, *Engineering Technology, *Enrollment Trends, Post Secondary Education, Program Evaluation, *Recruitment, Technical Education, Technical Reports
Identifiers—*State University of New York

This report and its appendices are the results of a study of recruitment and retention "problems" in the various engineering technology programs offered by the community colleges of the State University of New York (SUNY). The focus of the report and all but one of the appendices is upon the recruitment problem. There are five sections in the report proper. Section one provides a brief description of the methodology employed by the research group of the Educational Policy Research Center. The second section examines some conditions under which recruitment might be perceived to be a "problem" that requires policy action. In the third section, an analysis is made of the factors that influence individual decisions to enroll or not to enroll in engineering technology programs, their relative weight, and their tractability. Section four describes some of the recruitment procedures that have been found to be effective. The fifth section contains the recommendations of the Educational Policy Research Center. The six appendices to the report are: A Forecast of Future Need for Technicians; Analysis of SUNY Enrollments by Type of College 1968-71; A Review of Factors Affecting Recruitment into Post-Secondary Technical Education; Recruiting Techniques; Intervention Strategies for Increasing Enrollments in Community College Technical Programs; and The Attrition "Problem" in the Community College. (DB)

340.

ED 089 642 HE 005 398
Application and Enrollment Patterns of Transfer Students. Fall 1972. State University of New York.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Report No—SUNY-RR-41
Pub Date Feb 74
Note—133p.
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—Colleges, Community Colleges, Educational Research, Enrollment, *Enrollment Trends, *Higher Education, Junior Colleges, Student Application, *Student Mobility, Students, *Transfers, *Transfer Students, Universities
Identifiers—*New York

This is the third annual study of the application and enrollment patterns of university transfer students. This study was conducted in response to the requests for basic information about the intercampus mobility of students attending institutions under the program of the State University of New York. Findings include: (1) A total of 21,697 transfer students were enrolled in the fall 1972 at state university institutions; 60% in senior institutions and 40% in 2-year colleges. (2) The most common type of transfer student was the 2-year to senior institution transfer, followed by transfers to state university 2-year colleges from outside the state university. (3) Other types of mobility are as follows: state university 2-year college to 2-year college; state university senior college to senior college, and state university senior to 2-year college. (Author/PG)

341.

ED 098 902 HE 006 084
Attrition and Retention of First-Time, Full-Time Students in Two-Year and Baccalaureate Degree Programs, Class of 1973. Report No. 4-74.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Pub Date Oct 74
Note—86p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Bachelors Degrees, Community Colleges, *Dropout Rate, *Higher Education, Institutional Research, *School Holding Power, State Universities, Statistical Data, *Transfer Students

This document presents statistical data concerning the attrition and retention of first-time, full-time students in 2-year and baccalaureate degree programs for the class of 1973 of the State University of New York. Statistics cover attrition and retention in baccalaureate programs and in 2-year programs at institutions of the State University of New York. Attrition/retention at institutions of the State University of New York is compared with national attrition/retention data and transfer data for students enrolled in 2-year programs at institutions of the State University of New York. Tables are included for university centers, university colleges, specialized colleges, statutory colleges, health sciences centers, agricultural and technical colleges, and community colleges. (MJM)

342.

ED 115 161 HE 007 007

Application and Enrollment Patterns of Transfer Students. Fall 1973. Report No. 6-75.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Pub Date Jul 75
Note—172p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors—Colleges, Community Colleges, *Enrollment Rate, *Higher Education, *Student Application, *Transfer Policy, *Transfer Students, Universities
Identifiers—*New York

Because of the importance of reliable information regarding transfer students for regional and system-wide planning, and interinstitutional cooperation, the data gathered for this study have been organized and presented in a variety of formats designed to provide immediate answers to a wide range of questions that may be formulated regarding transfer students. The basic data are presented so as to directly relate the transfer students. The basic data are presented so as to directly relate the transfer student's prior institution and current SUNY institution and entry level. This information is provided for individual institutions, institution types, and institutions by coordinating area. Additional information is provided regarding trends in transfer students, relationship of the associate degree to transfers, admission success of transfer students, and other related information. A brief summary of some selected aspects of transfer student mobility expressed as percentages of all transfer students follows: (1) 58.0 percent from a SUNY institution to a SUNY institution; (2) 40.4 percent from a non-SUNY institution to a SUNY institution; (3) 1.6 percent previous institution unknown; (4) 63.9 percent from all sources to a SUNY senior institution; (5) 36.1 percent from all sources to a SUNY two-year institution. (Author/KE)

343.

ED 118 006 HE 007 001

Trends in Enrollment and Degrees Granted. 1948-1974. Report No. 7-75.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Pub Date Sep 75
Note—137p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage
Descriptors—Associate Degrees, Bachelors Degrees, *Credit Courses, *Degrees (Titles), Doctoral Degrees, *Enrollment, *Enrollment Trends, *Higher Education, Institutional Research, Masters Degrees, Statistical Data, Trend Analysis
Identifiers—*State University of New York

This report covers the headcount enrollment and degrees granted from the State University of New York. The enrollment figures are taken from the fall semester enrollment survey. Degrees granted include all degrees granted over a 12-month period, July 1-June 30. The figures present a profile of enrollment and degrees granted for the State University from its inception in 1948 through 1974. Covered are enrollments in credit courses and degrees granted on the associate, bachelors, masters, doctoral, and first professional degree level. (Author/KE)

344.

ED 121 227 HE 007 757

Linking Schools and Colleges: An Inventory of Articulation Practices in New York State 1974-75.

New York State Education Dept., Albany. Bureau of College Evaluation.
Pub Date 75
Note—50p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors—Admission Criteria, *Articulation (Program), Bibliographies, Counseling, Curriculum, Educational Alternatives, Grades (Scholastic), *Higher Education, *Post Secondary Education, *Program Coordination, Program Descriptions, Program Development, *Secondary Education, Surveys, Transfer Programs, Transfers
Identifiers—*New York

This document draws from an extensive review of articulation practices in schools and colleges in New York State. It summarizes and comments on articulation activities, and describes individual programs. Areas discussed are: (1) acceleration and crediting of college-level study; (2) curriculum articulation; (3) guidance, counseling and advisement; (4) admissions and recruitment practices; (5) basic skills development; (6) programs for "new" student groups; (7) sharing of facilities and services; and (8) formal structures for school-college articulation. A general conclusion was that the barriers between schools and colleges be reduced through a variety of approaches within institutions, between comparative specialization units of each sector, between individual institutions, and among institutions in a locality or region. Included are: (1) summary tables on crediting practices, perceived needs, and obstacles in school-college articulation; (2) a listing of contract offices in the New York State Education Department; (3) a bibliography of publications pertaining to articulation; and (4) a questionnaire on articulation practices. (Author/KE)

345.

ED 134 244 JC 770 083

State University Trustee Committee on the Special Problems of the Community Colleges. Final Report.

State Univ. of New York, Albany. Board of Trustees.
Pub Date Feb 76
Note—57p.; Some tables are cropped at margins
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Community Colleges, Competitive Selection, Educational Finance, Educational Opportunities, *Educational Problems, *Financial Problems, *Junior Colleges, Open Enrollment, Part Time Students, Presidents, Program Costs, *Program Evaluation, State Aid, State Boards of Education, *State School District Relationship, State Standards, *Statewide Planning, Trustees, Tuition
Identifiers—*New York, Presidential Search Process, Program Approval

This report reviews the major problems facing New York community colleges and presents the recommendations of a Committee of the State University of New York Board of Trustees. The nature and range of problems were clustered in three areas: provision of adequate funding and opportunities for optimum resource utilization; clarification of the roles and interrelationships of local sponsors, local trustees, and the state; and accountability in programmatic areas. In light of the fiscal exigiencies faced by the state and of the needs of the community colleges, the Committee recommended: (1) that programmatic funding recognizing differential program costs be adopted to provide equitable resource allocation and improved management planning; (2) that guidelines for program approval and retention be developed and implemented; (3) that Educational Opportunity Programs be reaffirmed and strengthened; (4) that no new regulations governing terms of service for local trustees be adopted; (5) that guidelines for community college presidential search committees be established; (6) that a management information system for collective bargaining be developed; (7) that an equitable tuition policy for part-time students be established; and (8) that regional admissions policies for high demand restricted-access programs be considered. State support formulas, a draft mission statement, guidelines for the presidential search process, and community college statistical data are appended. (JDS)

346.

ED 121 386 JC 760 228

Application and Enrollment Patterns of Transfer Students, Fall 1974. Report Number 6-76.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Report No—RN-6-76
Pub Date Mar 76
Note—235p.; Some of the tables may reproduce poorly in hard copy due to print size
EDRS Price MF-$0.83 HC-$12.71 Plus Postage
Descriptors—Articulation (Program), College Admission, College Credits, College Students, Comparative Analysis, Educational Trends, *Higher Education, Junior Colleges, *State Surveys, *Statistical Studies, Transfers, *Transfer Students
Identifiers—New York, *State University of New York, SUNY

A total of 27,745 transfer students were enrolled in fall 1974 at institutions in the State University of New York (SUNY). This represents an increase of 9.6 percent over fall 1973, and maintains the continuous growth of transfer students entering SUNY institutions. Of these students, 63.5 percent were enrolled in senior institutions and 36.5 percent in two-year colleges, a distribution similar to that of fall 1973. The majority of transfer students originated from within the SUNY system (59.7 percent), representing a slight increase over fall 1973. The most common type of transfer (34.9 percent) was the student who transferred from a two-year institution in the SUNY system to a four-year SUNY institution. The second most common type of transfer (18.4 percent) was the student who transferred from outside the SUNY system to a SUNY senior institution. The third most common type (17.3 percent) was the student who transferred from a non-SUNY institution to a SUNY two-year institution. This document presents 99 tables of data which organize information on transfers in the SUNY system as a whole, and in individual SUNY institutions. (Author/NHM)

347.

ED 124 248 JC 760 329

Annas, Tommy Iverson, Sherwin

Attrition and Retention of First-Time, Full-Time Students in Two-Year and Baccalaureate Degree Programs: Class of 1974. Report No. 4-76.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Report No—SUNY-R-4-76
Pub Date May 76
Note—84p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Associate Degrees, Bachelors Degrees, *Comparative Analysis, *Dropout Rate, Educational Objectives, Flow Charts, Junior Colleges, National Norms, *Persistence, *Post Secondary Education, *School Holding Power, *State Universities, Transfer Students
Identifiers—*State University of New York, Student Flow Models

In order to compile attrition/retention information for students in the State University of New York (SUNY) system, this study identifies and charts the flow of two full-time, first-time student cohorts: (1) students first enrolled in fall 1970 in bachelor degree programs; (2) students first enrolled in fall 1972 in two-year degree programs. The tables in this study present information in the form of flow charts which divide the cohorts into various subdivisions reflecting the relative success of students in achieving their educational objectives. Data are presented for the SUNY systems as a whole, and for individual SUNY institutions, including university centers, university colleges, specialized colleges, statutory colleges, health sciences centers, agricultural and technical colleges, and community colleges. The current data indicate that SUNY maintains a favorable position with regard to comparable national figures. The most striking characteristic of the current data, as compared with data from previous reports, is that summary data for SUNY have remained virtually unchanged. This constancy is in spite of some substantial changes in the data for individual institutions, especially some of the community colleges. (NHM)

348.

ED 125 472 HE 008 048

Age Group and Sex of Students, Fall 1975. Report No. 8-76.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Pub Date Jun 76
Note—114p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Age, Community Colleges, *Females, Graduate Students, *Higher Education, Junior Colleges, *Males, Medical Schools, Post Secondary Education, Professional Education, State Colleges, State Universities, *Statistical Data, *Student Characteristics, Undergraduate Students, Vocational Schools
Identifiers—*State University of New York

Presented are comprehensive data on the age group and sex of students attending the State University of New York. Tables array four fundamental student characteristics: (1) age; (2) sex; (3) level (undergraduate/graduate); and (4) load (part-time/full-time). Individual tables are provided for each institution as well as summary ta-

bles for institutional types. Summary tables include percent distribution tables. Separate information is provided on students in first-professional programs. (Author)

349.

ED 132 901 HE 008 440
Recent Enrollment Trends in Degree-Granting Institutions in New York State. Perspectives for Planning.
New York State Education Dept., Albany. Office of Postsecondary Research, Information Systems, and Institutional Aid.
Pub Date Sep 76
Note—93p.
Available from—State Education Department, Office of Postsecondary Research, Information Systems and Institutional Aid, 99 Washington Avenue, Albany, New York 12230
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Community Colleges, Enrollment Rate, *Enrollment Trends, *Higher Education, High School Graduates, *Post Secondary Education, Residential Patterns, School Statistics, State Colleges, *State Surveys, State Universities, *Statistical Data, *Student Enrollment, Technical Institutes
Identifiers—*New York

Data presented were made available through the cooperative efforts of the State Education Department and the responding institutions, the principal data source being the computerized Postsecondary Information System's DATACORE. This document demonstrates some of the system's capabilities in displaying basic enrollment data. Three approaches are used here to display data, each providing a different perspective on enrollment patterns and trends. Some of the general findings are as follows: total state enrollment reached an all-time high in 1975 of nearly one million students; both full-time and part-time undergraduate enrollments increased, but part-time enrollment grew more rapidly; full-time graduate enrollment increased slightly, while part-time enrollment decreased slightly; the State University and private sector enrollments increased at about the same rate, while City University enrollments decreased; private and state community colleges experienced substantial increase in both full-time and part-time undergraduate enrollments; private engineering technical colleges grew substantially in enrollments; and the proportion of New York State high school graduates going on to postsecondary education in the state has remained stable over the first half of this decade. The report also provides detailed data on individual institutions. (Author/LBH)

350.

ED 131 880 JC 760 640
Annas, Tommy Dean, Susan G.
Application and Enrollment Patterns of Transfer Students, Fall 1975. Report Number 6-76A.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Report No—RN-6-76A
Pub Date Oct 76
Note—275p.
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—College Admission, College Students, Community Colleges, Educational Trends, *Higher Education, *Junior Colleges, Part Time Students, *State Surveys, *Statistical Data, *Transfer Students
Identifiers—New York, *State University of New York

A total of 27,320 transfer students were enrolled in the fall of 1975 at institutions in the State University of New York (SUNY) system. This represents a 3% increase over fall of 1974 for the same institutions. Of these transfer students, 64.6% were enrolled in senior institutions and 34.5% in two-year colleges, a distribution similar to those of previous years. The majority (58.2%) of transfer students originated from within the SUNY system. The most common type of transfer (33.6%) was transfer within SUNY from a two-year to a senior institution. The second most common type of transfer (20.5%) was transfer from institutions outside SUNY to a SUNY senior institution. The third most common type of transfer (17.8%) was transfer from institutions outside SUNY to a SUNY two-year institution. Eighty-eight tables are presented, organizing statistical data on transfers in the SUNY system as a whole, and in individual SUNY institutions. (JDS)

North Carolina

351.

ED 021 530 JC 680 269
MANUAL FOR INSTITUTIONAL SELF-STUDY: COMMUNITY COLLEGES, TECHNICAL INSTITUTES, INDUSTRIAL EDUCATION CENTERS.
North Carolina State Board of Education, Raleigh. Dept. of Community Colleges.
Pub Date 65
Note—36p.
EDRS Price MF-$0.25 HC-$1.52
Descriptors—ACCREDITATION (INSTITUTIONS), *COLLEGE ROLE, EDUCATIONAL ADMINISTRATION, EDUCATIONAL FACILITIES, EDUCATIONAL FINANCE, EDUCATIONAL PROGRAMS, *FACULTY EVALUATION, *GUIDELINES, *INSTITUTIONAL RESEARCH, *JUNIOR COLLEGES, LIBRARY PROGRAMS, PROGRAM EVALUATION, STUDENT OPINION, STUDENT PERSONNEL SERVICES

An institutional self-study, the purpose of which is to improve the educational effectiveness of the institution, should include an examination of the past and present in resources, faculty, students, and programs in terms of stated purposes and objectives. Prior to launching a self-study, the institution should obtain approval for the study from its board of trustees, notify the appropriate state coordinating agency of the beginning date, appoint a steering committee, define the purpose of the institution, establish a deadline for completion of the study, and set dates for anticipated committee visits. The study itself should include (1) a statement of purpose in which the role of the institution is outlined, (2) a description of the institution's organization and administration, (3) an analysis of the educational program (with attention focused on the admissions policy and the curriculum), (4) a survey of the financial resources (such as sources of income and the budgeting and accounting systems), (5) a designation of faculty recruitment, appointment, promotion, assignment, and evaluation policies, (6) an outline of the library's role, function, and services, (7) a composite picture of the student personnel services, and (8) a survey of the physical plant. Forms for reporting enrollment, faculty, and library information are given in the appendices. (DG)

352.

ED 015 722 JC 670 660
THE COMPREHENSIVE COMMUNITY COLLEGE SYSTEM IN NORTH CAROLINA.
NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH
PUB DATE DEC 66
EDRS PRICE MF-$0.25 HC-$1.12 26P.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *COLLEGE ROLE, *JUNIOR COLLEGES, *STATE PROGRAMS, ADMINISTRATIVE PERSONNEL, EDUCATIONAL FINANCE, EDUCATIONAL LEGISLATION, EDUCATIONAL PHILOSOPHY, GOVERNANCE, NORTH CAROLINA.

THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM IS IN THREE PARTS--(1) COMMUNITY COLLEGES OFFER LOWER DIVISION TRANSFER COURSES AND MAY OFFER GENERAL ADULT EDUCATION COURSES AND VOCATIONAL-TECHNICAL PROGRAMS. (2) TECHNICAL INSTITUTES OFFER ORGANIZED PROGRAMS FOR TRAINING TECHNICIANS AND MAY OFFER GENERAL ADULT EDUCATION AND VOCATIONAL, TRADE, AND TECHNICAL SPECIALTY COURSES. (3) INDUSTRIAL EDUCATION CENTERS OFFER VOCATIONAL, TRADE, AND TECHNICAL SPECIALTY COURSES AND MAY OFFER GENERAL ADULT EDUCATION. CRITERIA FOR ESTABLISHING SUCH INSTITUTIONS ARE EDUCATIONAL NEED, ASSURANCE OF LOCAL SUPPORT, AVAILABILITY OF STATE SUPPORT, AND EVIDENCE THAT EXISTING PUBLIC SCHOOL PROGRAMS WILL NOT BE ADVERSELY AFFECTED. A STATE DIRECTOR, RESPONSIBLE TO THE STATE BOARD OF EDUCATION, IS ASSISTED BY NINE KEY PROFESSIONAL STAFF MEMBERS. APPROXIMATELY 65 PERCENT OF THE OPERATING COSTS ARE PROVIDED BY THE STATE, WITH 20 PERCENT FROM THE STUDENT AND 15 PERCENT FROM THE LOCAL DISTRICT. EACH INSTITUTION HAS A STATE-APPROVED ADMINISTRATIVE ORGANIZATION. STATE LAW PROVIDES FOR 12-MEMBER BOARDS OF TRUSTEES FOR EACH COMMUNITY COLLEGE AND TECHNICAL INSTITUTE AND 8-MEMBER BOARDS FOR EACH INDUSTRIAL EDUCATION CENTER. (WO)

353.

ED 026 033 24 JC 680 475
Parry, Ernest Bruce
Research and Development Study of State Funding and Business Management Procedures in Community Colleges and Technical Institutes in the State of North Carolina: An Investigation of Cost Differentials Between Trade, Technical, and College Parallel Curriculums—Vol. I; Policy Manual—Vol. II; Accounting Manual—Vol. III.
North Carolina State Board of Education, Raleigh. Dept. of Community Colleges.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-C-036
Pub Date Jul 68
Grant—OEG-3-8-080036-0047(010)
Note—518p.
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103
Document Not Available from EDRS.
Descriptors—Accounting, Budgeting, College Preparation, Costs, Curriculum, Expenditure Per Student, *Junior Colleges, Manuals, *Program Costs, Student Costs, *Trade and Industrial Education, *Transfer Programs, *Vocational Education
Identifiers—*North Carolina

This study determined curriculum costs in comprehensive junior colleges for one college-parallel, 28 technical, and 16 vocational curriculums. Differential costs were found for each of ten components identified for all curriculums. Aggregate curriculum costs were determined from the sum of the ten component costs. Differential costs were found among all curriculums and for the same curriculum offered in different institutions. Total costs were determined for all vocational, technical, and college-parallel education in each institution. Such total costs were termed program area costs. It was found that differential program area costs were present for all institutions for both years of the study. When averages were computed from program area costs of the ten institutions, a consistent cost ranking was found for both years of the study. Technical education was found to be more costly than vocational education. College-parallel was the least expensive. This study developed a mathematical formula for budgetary purposes that would provide differential financial treatment for component costs. Total curriculum needs were the aggregate of component costs and total institutional need was the aggregate of curriculum needs. (Author/HH)

354.

ED 026 038 JC 680 499
North Carolina Comprehensive Community College System Standards and Evaluative Criteria: Community Colleges and Technical Institutes.
North Carolina State Board of Education, Raleigh. Dept. of Community Colleges.
Pub Date Jan 69
Note—82p.
EDRS Price MF-$0.50 HC-$4.20
Descriptors—Administrative Organization, Educational Philosophy, Educational Programs, *Evaluation Criteria, Faculty, Financial Policy, Instructional Materials Centers, *Junior Colleges, Physical Facilities, *Rating Scales, *Standards, Student Personnel Services
Identifiers—*North Carolina

Qualitative standards and criteria designed for self-study are outlined for the institutions: (1) its philosophy and purpose, (2) educational programs, including admissions, curriculum, and instruction in college transfer and in general education, occupational education programs, and occupational extension, continuing education, and community service programs; (3) faculty recruitment, selection, and retention; salaries and benefits, evaluation of teaching effectiveness, professional growth, and faculty organization; (4) learning resources center, including staff and administration, use of facilities, selection of materials and equipment, and its budget; (5) student personnel services, including administration, admissions, registration and records, guidance and counseling, financial aids and placement, and extracurricular activities; (6) physical facilities (including existing facilities) and their maintenance and expansion, (7) organization and administration, including the board of trustees, president, and administrative staff, policy implementation and administrative documents, community relations, and long-range planning, and (8) financial management and resources, including source and stability of income, administration, budget preparation and control, educational expenditures, purchasing, and accounting, reporting and auditing. These criteria are used to assess the quality of each institution in the North Carolina Comprehensive Community College System. (MC)

355.

ED 032 035 **JC 690 294**
Progress Report of the Comprehensive Community College System of North Carolina; First Five Years, 1963-1968.
North Carolina State Board of Education, Raleigh. Dept. of Community Colleges
Pub Date Apr 69
Note—97p
EDRS Price MF-$0.50 HC-$4.95
Descriptors—*Junior Colleges, *Master Plans, *State Departments of Education
Identifiers—*North Carolina

This report describes the organization, functions, and scope of the state's community college system, including its background and beginnings, in the hope that it will help other educators who wish to expand educational opportunities in their own regions. The section on institutions covers their establishment (or conversion), types, duties of trustees, staff organization and positions; financial support and expenditures by category; community services and programs; and characteristics of students and other people served. The many programs, academic, technical, vocational, and general, are described in detail as to content and purpose. A third section outlines state level administration and supervision by the State Board of Education and the Department of Community Colleges. Maps, charts, and tables illustrate the text. (HH)

356.

ED 032 073 24 **JC 690 337**
Bolick, Gerald M.
Socio-Economic Profile of Credit Students in the North Carolina Community College System. Final Report.
North Carolina State Board of Education, Raleigh. Dept. of Community Colleges.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-C-033
Pub Date Jul 69
Grant—OEG-3-9-080033-0005-010
Note—95p
EDRS Price MF-$0.50 HC-$4.85
Descriptors—*Junior Colleges, Questionnaires, *Socioeconomic Background, *Student Characteristics
Identifiers—North Carolina

The primary purpose of this study is to provide an up-to-date report on certain social and economic characteristics of credit students enrolled in a newly established comprehensive community college system. A socioeconomic data sheet was constructed by the writer and completed by 11,184 students enrolled in 42 North Carolina community colleges and technical institutes. Comparisons were made between North Carolina students and those in other states, in addition to comparisons among the program areas and among curriculums within the occupational programs. The study indicates that the community colleges and technical institutes, through the open-door policy, have successfully extended universal education beyond the high school. But certain factors should be strengthened if these institutions are to provide a sound educative program for all the community. The results of the study indicate that there should be a determined effort to provide additional opportunities for the lower socioeconomic groups, the female, the evening student, and the student over 25. Social activities and the housing situation should be reviewed and adapted to the local situation. A more coordinated effort among the high schools, the community colleges and technical institutes, and the senior colleges is needed to provide a sound educative program for all the community. (Author)

357.

ED 047 685 **JC 710 073**
Blackmon, John H.
Trustee Responsibilities for Community Colleges and Technical Institutes of the North Carolina Community College System.
North Carolina State Board of Education, Raleigh.
Pub Date 70
Note—47p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Governance, *Governing Boards, *Junior Colleges, *Trustees
Identifiers—*North Carolina

This manual was prepared to help trustees of North Carolina community colleges and technical institutes discharge their duties and responsibilities. The information concerns rewards and opportunities of trustees, standards and evaluative criteria for trustees, the law, and board meetings. It is useful to presidents, administrative staff, and faculty of the colleges in clarifying their relationship with trustees. It is intended that this manual be used in conjunction with North Carolina General Statute 115A. (Author/CA)

358.

ED 067 460 **VT 016 544**
A Status Study of Occupational Education in North Carolina, 1971-1972. Final Report.
North Carolina State Univ., Raleigh. School of Education.
Spons Agency—North Carolina State Advisory Council on Vocational Education, Raleigh.
Report No—Occup-Educ-Res-Ser-1
Pub Date 72
Note—162p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Community Colleges, Post Secondary Education, *Program Evaluation, Program Improvement, *Secondary Education, *State Surveys, Student Enrollment, *Vocational Education
Identifiers—North Carolina

To evaluate and assess vocational education programs in the various institutions of North Carolina, data were collected regarding program and administrator characteristics. With emphasis on high schools and community college programs, the survey led to several conclusions which include: (1) The position of Director of Occupational Education is a widely established position at the administrative level, but the concept of advisory committees for occupational education seems difficult to implement, (2) Superintendents are professionally qualified on the basis of degree and administrative experience but many (43 percent) have had no occupational work experience other than in schools, (3) Inadequate implementation of citizens' advisory committees prevails at the local school level, (4) Supply and equipment are two items of considerable concern to teachers, (5) High school occupational education has an enviable record of student holding power, with less than 10 percent of students as dropouts, and (6) It appears that the majority of community college students were beginning their vocational programs at the community college level, rather than continuing a career begun in high school. (JS)

359.

ED 095 968 **JC 740 340**
North Carolina Community College System; Biennial Report, 1970-1972.
North Carolina State Board of Education, Raleigh. Dept. of Community Colleges.
Pub Date Dec 72
Note—248p.
EDRS Price MF-$0.75 HC-$11.40 PLUS POSTAGE
Descriptors—Annual Reports, College Administration, *College Programs, *Community Colleges, *Educational Finance, *Enrollment Rate, Post Secondary Education, *State Programs, Statistical Data
Identifiers—Biennial Reports, *North Carolina

This report provides information about a reorganized Department of Community Colleges, programs offered by institutions, financial and enrollment data by institution through the year 1971-1972, and a statistical summary. The chapters of the report are as follows: I. Role of the Community College System; II. Administration of the System--State Level: A. State Board of Education, B. Community College Advisory Council, C. Controller, D. Department of Community Colleges; III. Programs Offered: A. Degree and Diploma Programs, B. Continuing Education; IV. Financial and Enrollment Data: A. Financial Data, B. Enrollment Data, C. Statistical Summary; V. Future Planning: A. Annual Plan of Work for 1972-73, B. Long-Range Planning; VI. Institution Reports, 1971-72. (DB)

360.

ED 087 867 **CE 000 957**
Allred, Marcus D. Myers, Christine F.
Manpower Information Manual. A Manual for Local Planning.
North Carolina State Board of Education, Raleigh. Occupational Information Center.
Pub Date Jun 73
Note—266p.; This document contains 234 leaves, some of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames
EDRS Price MF-$0.75 HC-$12.60
Descriptors—Community Colleges, *Community Surveys, Curriculum Evaluation, Curriculum Planning, *Data Collection, Graduate Surveys, Information Processing, Information Seeking, Information Systems, Job Skills, *Manpower Needs, Models, Occupational Aspiration, Occupational Surveys, Research Methodology, Vocational Counseling, *Vocational Education, Vocational Training Centers

The step-by-step procedures contained in this manual are intended to develop a simple information system that can be used to collect and process the best possible factual data on the manpower needs of the community served by an educational institution, so that long-range planning of vocational curriculum and guidance can be based on what the jobs are and in what number. Methods and formats for obtaining and relating three types of information (skills needed by the local economy, skills produced by an institution, and student career aspirations) through mail and telephone surveys comprise three-quarters of the manual; appended are: the statistical procedure used to develop confidence intervals, formulas for calculating replacement rates and figures in projecting employment needs, a method of measuring the representation of survey responses, and an abbreviated Directory of Occupational Titles. Part II of the document is a model for a plan prepared at the local level based on the collected manpower information, illustrating "outcome oriented" planning, utilizing output, results, and benefits as a basis for determining the direction the institution should follow. (AJ)

361.

ED 101 088 **CE 002 826**
Franklin, Billy J.
An Evaluation of Occupational Education as Seen by Occupational Education Instructors: North Carolina, FY 1973.
Spons Agency—North Carolina State Advisory Council on Vocational Education, Raleigh.
Pub Date 73
Note—118p.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
Descriptors—Community Colleges, Educational Objectives, High Schools, Junior High Schools, Post Secondary Education, Program Development, *Program Evaluation, Questionnaires, Research Methodology, Secondary Education, *State Surveys, *Teacher Attitudes, Technical Institutes, *Vocational Education, *Vocational Education Teachers
Identifiers—*North Carolina

To determine perceptions of occupational education programs held by occupational education instructors in North Carolina, a random sample of 48 instructors at the junior high and high school level and another 48 from the community college and technical institute level were selected from each educational district. In each group of

48, 40 received questionnaires, 3 were interviewed, and 5 comprised a replacement pool. A questionnaire survey and an interview schedule were constructed. The data from those instruments determined that most occupation education instructors have bachelor's degrees; about half have taught in the field five years or less. The instructors define the major goal of their programs to be the transmission of job related skills and consider the goal is generally being achieved. Enrollment in their programs is increasing, materials and equipment provided are adequate, and local program directors were sources of greatest support. Safety practices were emphasized more, and citizen advisory groups were more commonly employed at the community college/technical institute level. A majority of both levels of instructors felt a need for program changes and professional development programs. Barriers to program development were felt to be finances and administration/organization. (The questionnaire and the interview schedule are appended.) (AG)

362.

ED 094 832 **JC 740 288**
The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems.
North Carolina Governor's Office, Raleigh.; North Carolina State Board of Education, Raleigh.; North Carolina Univ., Chapel Hill.
Pub Date 31 May 74
Note—988p.
Available from—The Photographic Services Department, Wilson Library, The University of North Carolina, Chapel Hill, North Carolina 27514 (Positive Microfilm $10.00)
EDRS Price MF-$1.65 HC-$47.40 PLUS POSTAGE
Descriptors—Civil Rights, *College Integration, Community Colleges, *Equal Education, Higher Education, *Post Secondary Education, Racial Integration, State Colleges, *State Programs, Statistical Data, *Tables (Data), Technical Reports, Universities
Identifiers—*North Carolina

This report is North Carolina's State Plan to insure that the public system of higher education in North Carolina is operated in compliance with the requirements of Title VI of the Civil Rights Act of 1964, i.e., that all citizens of the state are afforded real equality of opportunity for access to, participation in, and derivation of benefits from the public systems of post secondary education. The chapters of the report are: 1. Introduction, 2. The Public Post-secondary Education Systems in North Carolina, and 3. The North Carolina State Plan. The report contains 127 appendixes. (DB)

363.

ED 107 337 **JC 750 377**
North Carolina Community College System Biennial Report, 1972-1974.
North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date 30 Jun 74
Note—126p.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
Descriptors—Administrative Organization, *Educational Finance, Educational Objectives, Educational Programs, *Enrollment Trends, *Junior Colleges, Racial Discrimination, Space Utilization, *Statewide Planning, *Technical Institutes
Identifiers—*North Carolina

The North Carolina Community College System consists of 40 technical institutes and 17 community colleges. This report documents the growth of enrollments, programs, and budgets since 1963. Chapters I and II present the goals of the system and review its central administration. Chapter III discusses the various occupational, transfer, general education, developmental, continuing education, and special programs offered. In Chapter IV, financial, enrollment, and space utilization data are presented in tabular form. Chapter V provides the specific statewide plans which have been developed in the areas of educational program services, educational support services, institutional management services, and planning and policy development; it also reviews the long-range planning efforts and the Civil Rights Plan. Chapter VI includes institutional progress reports from each institution in the system. (DC)

364.

ED 125 672 **JC 750 601**
Annual Enrollment Report: Student Enrollment and Full-Time Equivalents, 1973-1974. Volume 9.
North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date [74]
Note—70p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*College Majors, Enrollment Trends, Extension Education, Females, General Education, *Junior Colleges, Males, *Racial Composition, *Student Enrollment, Technical Education, *Technical Institutes, Transfer Students, Vocational Education
Identifiers—*North Carolina

This report contains enrollment data for the 40 technical institutes and 17 community colleges in the North Carolina Community College System for the 1973-74 school year, with comparative data for the 1972-73 and 1971-72 school years. The data are presented in extensive tables and graphs which comprise the bulk of the document. Unduplicated headcount enrollment and average annual full-time equivalent enrollment, by institution, are broken down by program area: college transfer, general, technical, and vocational programs, academic, recreational, and occupational extension programs, learning laboratory, adult basic education, Manpower Development Training Act, and new and expanding industry programs. The data are further divided within institution by quarter. Aggregate annual unduplicated headcount enrollment data is presented by curriculum specialization within each major program area. Student enrollment by sex and race is presented by institution, and in aggregate percentages by type of program. Several tables detail the geographic origin of students by institution, and by home county and curriculum area, as compared to the 1973 county high school graduate population and general county population. A brief introduction provides definitions of terms. (BB)

365.

ED 102 904 **HE 006 269**
Phay, Robert E.
North Carolina Constitutional and Statutory Provisions with Respect to Higher Education.
North Carolina Univ., Chapel Hill. Institute of Government.
Pub Date Jan 75
Note—209p.
Available from—Institute of Government, University of North Carolina, Chapel Hill, North Carolina 27514 ($3.50)
EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE
Descriptors—Activism, Cocurricular Activities, College Housing, Colleges, Community Colleges, *Governance, *Higher Education, *Legal Problems, *Legal Responsibility, Scholarship Loans, *State Legislation, Tuition, Universities
Identifiers—*North Carolina

This publication is a compilation of the principal state constitutional and statutory provisions governing higher education in North Carolina in force on January 1, 1975. These provisions are grouped as they relate to: the University of North Carolina; North Carolina School of Arts; disruption on campus; tuition and fees; scholarship and loans; escheats and abandoned property; college revolving funds; revenue bonds for student housing; student activities; physical education and recreation; state education assistance authority; community college system; and miscellaneous encompassing public meetings, visiting speakers, motor vehicles, nonstate funds imposing obligation on state, criminal law, official misconduct, eminent domain, planning and regulation of development, sale of merchandise by governmental units, employee benefits, teacher certificates, cadavers for medical schools, current appropriations, and capital improvement appropriations for 1973 and 1974. (MJM)

366.

ED 110 152 **JC 750 459**
Johnston, Stephen A. Jolley, Hazel R.
North Carolina Community College System Strategic Plan, 1975-1985. Based on Manpower Requirements and Including Multicounty Planning Region Detail. Research Memorandum.
Research Triangle Inst., Durham, N.C.
Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh.
Report No—RM-26U-976-2
Pub Date Jan 75
Note—128p.; Not available in hard copy due to marginal legibility of original document. Appendix C has been deleted due to poor legibility. For a related document, see JC 750 460
EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
Descriptors—Educational Objectives, *Employment Projections, *Enrollment Projections, Job Training, *Junior Colleges, Labor Market, *Manpower Needs, Population Trends, Regional Planning, *Statewide Planning, Technical Institutes, Vocational Education
Identifiers—*North Carolina

This 10-year strategic plan for the period 1975-85 is one of three interrelated plans developed for the North Carolina Community College System. Population projections, along with projections of labor force participation rates by age, race, and sex are used to project the total labor force in 1985. Projections of employment by industry and of occupational and related training requirements for the 1970-1985 period are made for the state and its 17 official multi-county planning regions, as well as estimates of training needs unmet in 1970. This information is translated into statewide projections of graduates and enrollments in broad instructional areas (college transfer, general education, technical, and vocational) and in extension programs, with associated costs, and construction and faculty/staff requirements. Considerations of the system's goals, assessment of economic and educational environment, and projections of output from other sectors of the state's educational system are discussed in detail. A description of the projection procedure is appended. (MJK)

367.

ED 110 153 **JC 750 460**
Johnston, Stephen A. Jolley, Hazel R.
North Carolina Community College System Operating Program, 1975-1980. Research Memorandum.
Research Triangle Inst., Durham, N.C.
Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date Apr 75
Note—80p.; Not available in hard copy due to marginal legibility of original document. Appendix C has been deleted due to poor legibility. For a related document, see JC 750 459
EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
Descriptors—*Employment Projections, *Enrollment Projections, *Job Training, *Junior Colleges, Manpower Needs, *Regional Planning, Statewide Planning, Technical Education, Technical Institutes, Vocational Education
Identifiers—*North Carolina

Using the systemwide enrollment information from the 1975-85 strategic plan for the North Carolina Community College System, this five year (1975-80) operating program plan presents enrollment projections for major program areas by multi-county planning regions and individual institutions. Projections are consistent with past experience, projections of economic activity in the region, and the estimates of unmet training needs in the region as of 1970. Modified institutional projections are compared with the separate projections made by the colleges in 1974. In addition, this document includes projections of employment in 1985 for each of 36 industry groups cross-classified by 128 occupational groups, projections of requirements within each occupational group during 1970-1985, and the training needed for these occupations. Note that these projections are based on manpower projections and do not necessarily relate to the state's mandate for comprehensive education. (Author/MJK)

368.

ED 110 154 **JC 750 461**
Allred, Marcus D.
The Dissemination of Local-Level, Long-Range Planning Systems to North Carolina Technical Institutes and Community Colleges. Occupational Education Research Project Final Report.
North Carolina State Dept. of Community Colleges, Raleigh.
Spons Agency—North Carolina State Dept. of

Public Instruction, Raleigh. Occupational Research Unit.
Pub Date Apr 75
Note—61p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors—Community Colleges, *Followup Studies, *Institutional Research, *Junior Colleges, *Manpower Needs, Models, *Occupational Aspiration, Questionnaires, Research Design, Research Methodology, Statewide Planning, Technical Institutes, Vocational Followup
Identifiers—*North Carolina

A research and development project was conducted to design a system for collecting and processing manpower information at a local level. Three systems for use by local institutions to obtain information needed for long-range planning were developed--an annual survey of high school student aspirations, a follow-up survey of students who leave an institution, and a survey of business and industry concerning employment availability and training needs. Fifty-five of the 57 North Carolina technical institutes and community colleges completed long-range plans by using the model and methods described here (or some variation). In addition, better relationships between the colleges and their potential students and business community resulted. Appendices include the three survey instruments and the printouts for compilation of data, a flow chart for the activities of the dissemination project, and suggested outline format for long-range planning developed by community college personnel. (MJK)

369.

ED 113 004 JC 750 558
Johnston, Stephen A. Jolley, Hazel R.
A Planning Model for Institutions in the North Carolina Community College System. Research Memorandum.
Research Triangle Inst., Durham, N.C.
Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh.
Report No—RM-Z6U-976-5
Pub Date May 75
Note—41p.; Appendix, consisting of computer printouts, has been deleted from the document due to poor legibility and is not counted in pagination
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—College Planning, Enrollment Projections, Facility Requirements, *Junior Colleges, Labor Market, *Manpower Needs, Models, Program Planning, *Regional Planning, *Statewide Planning
Identifiers—*North Carolina

The North Carolina Department of Community Colleges offers a variety of services which are intended to enable institutions within that state to identify, develop, and deliver their services in an efficient and effective manner. This document provides the local institution with a suggested model which might be used in the preparation of long and short-range plans that are consistent with statewide planning efforts while remaining sensitive to the needs of the students and labor markets within the communities served. A maor planning service that is discussed in detail is the use of enrollment projections by major program area at the regional and institutional level, and occupational and training requirements projections at the regional level, in the preparation of the local institution's long range assessment of facility and staff needs. A manpower requirements model for an 11 county area is used to illustrate the type of data which is available. In addition, the approaches used by one institution to disaggregate such data for local use are included. (Author/LO)

370.

ED 110 102 JC 750 408
Shearon, Ronald W. And Others
Profile of Students in North Carolina Community Colleges and Technical Institutes, 1974. Progress Report.
North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh.; North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.
Pub Date Jul 75
Note—59p.; Paper presented at the annual meeting of the Southeast Region AERA Special Interest Group in Community College Research (Boone, North Carolina, July 22, 1975)
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors—College Choice, Day Students, *Educational Attitudes, Evening Students, *Junior Colleges, *Junior College Students, Socioeconomic Status, State Surveys, *Student Characteristics, Student Employment, *Technical Institutes, Terminal Students, Transfer Students
Identifiers—Extension Students, *North Carolina

The objectives of this research project were to: (1) replicate and update data gathered in 1969 about North Carolina Community College System (NCCCS) credit students; (2) provide a similar profile of non-credit students; (3) provide a profile of all North Carolina adults (over 18) in 1970 to serve as a comparison basis; (4) examine student value orientations toward education and reasons for attending institutions in the NCCCS; and (5) analyze the relationships found between selected programmatic, demographic, and socioeconomic variables. In order to achieve these objectives, a 45-item questionnaire was administered to 13,723 students enrolled in 16 NCCCS community colleges/technical institutes during the spring quarter of 1974; 10,074 (73 percent) were returned in usable form. Data presented includes demographic, socioeconomic, academic, and attendance characteristics for the entire sample, compared characteristics of curriculum vs. extension (non-credit) students, characteristics of students by major educational program area, characteristics of the adult population of the state, changes in credit student characteristics since 1968, student employment information, future plans of students by program area, and the institutional characteristics which influence student selection of a college. Sampling and data analysis techniques are detailed. (Author/DC)

371.

ED 118 163 JC 760 085
Annual Enrollment Report: Student Enrollment and Full-Time Equivalents, 1974-1975. Volume 10.
North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date [75]
Note—233p.; Due to the oversize format of the original document, each page has been filmed as two pages
EDRS Price MF-$0.83 HC-$12.71 Plus Postage
Descriptors—*College Majors, Enrollment Trends, Extension Education, Females, General Education, *Junior Colleges, Males, *Racial Composition, *Student Enrollment, Technical Education, *Technical Institutes, Transfer Students, Vocational Education
Identifiers—*North Carolina

This report contains enrollment data for the 40 technical institutes and 17 community colleges in the North Carolina Community College System for the 1974-75 school year, with comparative data for the 1973-74 and 1972-73 school years. The data are presented in extensive tables and graphs which comprise the bulk of the document. Unduplicated headcount enrollment and average annual full-time equivalent enrollment, by institution, are borken down by program area: college transfer, general, technical, and vocational programs; academic, recreational, and occupational extension programs; learning laboratory, adult basic education, Manpower Development Training Act, and new and expanding industry programs. The data are further divided within institution by quarter. Aggregate annual unduplicated headcount enrollment data is presented by curriculum specialization within each major program area. Student enrollment by sex and race is presented by institution, and in aggregate percentages by type of program. Several tables detail the geographic origin of students by institution, and by home county and curriclulm area, as compared to the 1974 county high school graduate population and general county population. A brief introduction provides definitions of terms. (BB)

372.

ED 133 578 08 CE 009 671
Pollack, J. David
The Development and Testing of a Criterion Referenced Evaluation System for Faculty and Administrators in Technical Institutes/Community Colleges. Final Report.
North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—VT-103-585
Pub Date 30 Jun 76
Note—169p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Administrator Attitudes, *Administrator Evaluation, Community Colleges, *Criterion Referenced Tests, *Evaluation Criteria, Evaluation Methods, Junior Colleges, Peer Evaluation, Questionnaires, Self Evaluation, Student Attitudes, Teacher Attitudes, *Teacher Evaluation, Technical Institutes, *Test Construction
Identifiers—North Carolina

In order to develop teacher and administrator evaluation systems based on specific measurable criteria, a research population of three groups (full-time students, teachers, and administrators) was drawn from the 57 North Carolina technical institutes and community colleges. Random samples selected from 16 institutions were surveyed, with findings based on responses from 181 students, 150 teachers, and 92 administrators. From field testing of the evaluation instruments at six institutions it was concluded that the evaluation criteria developed were valid. Survey results indicated that generally attitudes of all three groups toward evaluation were not favorable. Teachers held the lowest attitude while administrator attitude was the most favorable. It was felt that the low level of attitude was due to the evaluation systems currently in use. Each group felt that evaluation of a teacher's or an administrator's effectiveness should be based on a combination of information sources. Teachers and administrators agreed on how often evaluation should be conducted and that the time should be determined by the institution. They also responded positively to all the criteria listed for both groups and were fairly close in their rankings of both sets of criteria. Included in the report are literature reviews on both teacher and administrator evaluation and the teacher and administrator evaluation forms developed. Detailed responses are presented in narrative and tabular form. Appended are the 11 evaluation forms used in the study including the survey instrument, teacher and administrator opinionnaire, student evaluation forms, teacher and administrator self-evaluation forms, and evaluation forms for chairman, peer, and staff. (MF)

373.

ED 128 034 JC 760 470
Clampitt, Joyce A. Bender, Louis W.
Affirmative Action--The State Level Scene: A Study of Positions Responsible for Affirmative Action in State Level Agencies for Community Colleges.
North Carolina State Dept. of Community Colleges, Raleigh.; State and Regional Higher Education Center, Florida.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.
Pub Date Aug 76
Note—48p.
Available from—State and Regional Higher Education Center, Florida State University, Tallahassee, Florida 32306 ($3.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Affirmative Action, Community Colleges, Coordinators, Federal State Relationship, Job Analysis, *Junior Colleges, National Surveys, *State Agencies, *State Officials

This document reports the results of a 1976 survey of state level agencies for community colleges. The purpose of the study was to (1) determine which state community college agencies have staff positions responsible for equal employment/affirmative action; and (2) to identify the nature, role, and responsibilities of the position. Forty states were surveyed; 87.5% responded. Results of the survey indicate that 26 state community college agencies have a position responsible for equal opportunity/affirmative action, although in 17 of the 26 states, the positions are also responsible for other administrative areas. Establishment of the position resulted from legislative mandate in 5 states, direction of the agency head in 15 states, federal action in 4 states, and executive order in 2 states. From the survey data, a profile of incumbents in these positions is presented and, although the nature, role and responsibilities of the position vary widely

from state to state, the incumbents are categorized as coordinators, administrators, consultants, liaison agents, monitors, and/or facilitators. A brief introduction defines the legislative, judicial, and historical bases of affirmative action in higher education and state-level involvement in affirmative action/equal opportunity. (JDS)

Ohio

374.

ED 019 954 JC 680 201

A GUIDE TO COMMUNITY COLLEGE PLANNING IN OHIO.

OHIO BOARD OF REGENTS, COLUMBUS

PUB DATE AUG 65

EDRS PRICE MF-$0.25 HC-$0.80 18P.

DESCRIPTORS— *GOVERNING BOARDS, *JUNIOR COLLEGES, *MASTER PLANS, *PLANNING, *STATE PROGRAMS, COLLEGE PLANNING, EDUCATIONAL FINANCE, EDUCATIONAL LEGISLATION, EDUCATIONAL PLANNING, OHIO, STATE LEGISLATION, TRUSTEES,

THE OHIO BOARD OF REGENTS PREPARED THIS GUIDE, COVERING THE MAJOR POINTS OF THE STATE LAW, SO THAT PRELIMINARY PLANNING FOR A JUNIOR COLLEGE MAY BE EXPEDITED. IT DEFINES A COMMUNITY COLLEGE DISTRICT, WHICH MAY BE ESTABLISHED BY THE BOARD(S) OF COUNTY COMMISSIONERS OR BY THE VOTERS. ON APPROVAL BY THE SECRETARY OF STATE, THE DISTRICT MUST APPOINT A BOARD OF TRUSTEES, WHICH BECOMES FULLY RESPONSIBLE FOR THE AFFAIRS OF THE DISTRICT. THIS BOARD PREPARES ITS PLAN, INCLUDING THE PROPOSED TYPE OF PROGRAM (TRANSFER, TECHNICAL, OR ADULT EDUCATION), SCHEDULE OF FEES AND CHARGES, CAPITAL AND OPERATING TAX LEVIES AND BOND ISSUES, AND EXPECTED GRANTS. IF THE PLAN, AFTER REVIEW BY THE REGENTS FOR COMPATIBILITY WITH THE STATE'S MASTER PLAN, IS APPROVED, THE COLLEGE RECEIVES ITS CHARTER AND PROCEEDS UNDER THE DIRECTION OF THE TRUSTEES. THE THREE MAJOR PLANNING CONSIDERATIONS, ESTABLISHED BY THE OHIO GENERAL ASSEMBLY, ARE--(1) THE INDIVIDUAL COLLEGE MUST MEET THE REQUIREMENTS OF AND MESH WITH THE STATE'S LARGER SYSTEM OF HIGHER EDUCATION, (2) THE REGENTS MUST APPROVE (OR DISAPPROVE) THE COLLEGE'S OFFICIAL PLANS, DEGREE PROGRAMS, AND STUDENT FEE SCHEDULE, AND (3) THE COLLEGE'S PROPOSAL MUST INCLUDE CERTAIN SPECIFIED KINDS OF INFORMATION. EACH OF THESE THREE NECESSARY CONSIDERATIONS IS DESCRIBED IN SOME DETAIL FOR THE USE OF COMMUNITY COLLEGE DISTRICT PLANNERS. (HH)

375.

ED 014 273 JC 660 336

BRILEY, JOHN MARSHALL

MASTER PLAN FOR STATE POLICY IN HIGHER EDUCATION.

OHIO BOARD OF REGENTS, COLUMBUS

PUB DATE JUN 66

EDRS PRICE MF-$0.75 HC-$6.84 169P.

DESCRIPTORS *COLLEGE ROLE, *HIGHER EDUCATION, *JUNIOR COLLEGES, *STATE PROGRAMS, ADMISSION (SCHOOL), EDUCATIONAL FINANCE, ENROLLMENT TRENDS, GOVERNANCE, MASTER PLANS, OHIO, PROFESSIONAL EDUCATION,

A COMPREHENSIVE PLAN FOR PUBLIC HIGHER EDUCATION IN OHIO IS PRESENTED AS A GUIDE TO IMPLEMENTING AND CONTINUING THE POLICY OF OPEN ACCESS TO STATE ASSISTED INSTITUTIONS OF HIGHER EDUCATION FOR ALL OHIO RESIDENTS WHO GRADUATE FROM HIGH SCHOOL. IN THIS PLAN THE OHIO BOARD OF REGENTS, WHICH IS THE STATEWIDE PLANNING AND COORDINATING AGENCY FOR PUBLIC POLICY IN HIGHER EDUCATION, GIVES ATTENTION TO (1) THE ROLES OF EACH OF THE EXISTING PUBLIC HIGHER EDUCATION INSTITUTIONS, (2) CURRENT STATUS AND FUTURE NEEDS FOR SPECIFIC UNDERGRADUATE PROGRAMS, (3) PROFESSIONAL EDUCATION, (4) GRADUATE STUDY AND RESEARCH, (5) ENROLLMENT DISTRIBUTIONS AND PRIORITIES FOR NEW INSTITUTIONS AND ADDITIONAL FACILITIES, AND (6) SPECIAL AREAS OF LIBRARY SERVICES, EDUCATIONAL RADIO AND TELEVISION, CONTINUING EDUCATION, TEACHING HOSPITALS, STUDENT ASSISTANCE, AND RETIREMENT AND FRINGE BENEFITS. A TOTAL OF 126 RECOMMENDATIONS AND POLICY STATEMENTS ARE SUPPORTED BY CHAPTERS WHICH INCLUDE BACKGROUND INFORMATION AND FINDINGS OF THE STUDIES CONDUCTED BY THE REGENTS. (WO)

376.

ED 029 111 VT 008 001

Technical Education in Ohio's State-Assisted Institutions of Higher Education. Progress Report.

Ohio Board of Regents, Columbus

Pub Date 68

Note—37p

EDRS Price MF-$0.25 HC-$1.95

Descriptors—*Associate Degrees, *Community Colleges, *Post Secondary Education, Program Guides, *Standards, State Colleges, *Technical Education, Technical Institutes

Identifiers—*Ohio

Since 1963, 18 campuses have been developed in Ohio at public institutions of higher education offering a 2-year program in technical education. Three additional centers for technical education are being developed. In 1967-69 more than 14,000 students were enrolled in 215 different technical education programs with nearly 2,000 associate degrees earned in the academic year ending June 30, 1968. Supplemented by federal funds over $52 million appropriated by the Ohio General Assembly has been spent for these 2-year campuses. The Ohio Board of Regents and the State Board of Education consider technical education beyond high school an integral part of higher education, and the former has established appropriate standards for curriculum, faculty and facilities. As funds become available, the Ohio Board of Regents plans to extend the network of technical education centers, to improve the financial support of technical education, and to encourage increased student and employer understanding and acceptance of technical education. (MU)

377.

ED 107 329 JC 750 369

Schedule Building and Student Registration: Two Year Colleges.

Ohio Board of Regents, Columbus. Management Improvement Program

Pub Date 1 Jul 73

Note—56p.

Available from—Ohio Board of Regents, 88 East Broad Street, Suite 700, Columbus, Ohio 43215 ($3.00)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors—*Administrator Guides, Administrator Responsibility, *Computers, Cost Effectiveness, Course Organization, Curriculum Development, Curriculum Enrichment, Curriculum Evaluation, Electronic Data Processing, *Junior Colleges, Planning, *Scheduling, *School Registration, Space Utilization

Identifiers—*Ohio

This document is one of five manuals designed to improve management practices in Ohio two-year colleges. The guidelines and criteria presented here are intended to be used as yardsticks for institutional evaluation of student registration and class scheduling practices. A chapter on the planning process discusses the steps to be taken in planning, definitions of terms, outputs expected, goals, and objectives. A chapter on schedule preparation discusses criteria for curriculum and cost evaluations, and outlines methods of determining the numbers of class sections and day and time assignments, and of determining who should be involved in such decision-making. A chapter on space scheduling discusses who is responsible for assigning classrooms, what process should be used, how to settle disputes, when assignments must be made, when to notify students and faculty, and how best to utilize space. A chapter on registration systems provides general guidelines for advance, open, and late registration. The final chapter discusses data needs and data processing methods, the use of commercially developed computer-based registration and scheduling systems, and on-line computer registration techniques. A flow chart of a card-oriented registration system for a small college is appended. (DC)

378.

ED 107 330 JC 750 370

Planning: Two Year Colleges.

Ohio Board of Regents, Columbus. Management Improvement Program

Pub Date 1 Jul 73

Note—88p.

Available from—Ohio Board of Regents, 88 East Broad Street, Suite 700, Columbus, Ohio 43215 ($3.00)

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors—*Administrator Guides, Administrator Responsibility, Bibliographies, *College Planning, Cost Effectiveness, Curriculum Planning, Educational Objectives, *Educational Planning, Facility Planning, *Junior Colleges, Management, Management Information Systems, *Master Plans, Program Planning, Resource Allocations

Identifiers—*Ohio

This document is one of five manuals designed to improve management practices in Ohio two-year colleges. This manual provides administrators with an organized and logical discussion of the planning process, examples of effective practices, practical and useful ideas to improve planning practices, and criteria for effective planning which can be used by individual colleges in evaluating and improving present planning processes. A chapter on planning processes presents a detailed discussion of how to write planning objectives, how to identify planning needs, how to calculate and forecast income and expenditures, how to determine priorities, how to allocate resources, and how to implement plans. A chapter on planning organization discusses where to begin, who should participate, and how to identify long- and short-range planning needs. A chapter on prerequisites for successful planning discusses the needs for an information data base and the criteria with which to evaluate it. The final chapter contains examples of the various products of the planning process. A detailed description of the techniques used to develop institutional goals and objectives, sample plans developed by two- and four-year colleges and a bibliography of planning literature are appended. (Author/DC)

379.

ED 107 331 JC 750 371

Computer Services: Two Year Colleges.

Ohio Board of Regents, Columbus. Management Improvement Program.

Pub Date 1 Jul 73

Note—107p.

Available from—Ohio Board of Regents, 88 East Broad Street, Suite 700, Columbus, Ohio 43215 ($3.00)

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Descriptors—*Administrator Guides, Bibliographies, *Computer Assisted Instruction, *Computers, *Computer Science Education, Cost Effectiveness, Electronic Data Processing, Institutional Research, Interinstitutional Cooperation, *Junior Colleges, Management Information Systems, Planning, Time Sharing

Identifiers—*Ohio

This document is one of five manuals designed to improve management practices in Ohio two-year colleges. The purposes of this manual are to document specific recommendations for desirable management practices in each of the areas of computer services and to make available criteria and guidelines that can be used to evaluate institutional performance. The first chapter is introductory and discusses computer utilization in instruction, institutional research, administration, and public service; it also discusses the purpose, scope, goals and objectives, functions, and management of computer services. Chapter II discusses the process of planning for computer services-- the factors affecting the process; the time span; the components to be considered; the use of computers in teaching computer languages and concepts, in problem solving, and in information processing; the needs of various kinds of users; cost effectiveness analyses; and the use of committees for planning. Remaining chapters concern the financial implications of computer services, the need to establish standards for computer use, organizational and staffing needs, and inter-institutional cooperation in sharing computer services. Discussions of techniques for forecasting and of hardware and software monitors, examples of existing computer networks, and a bibliography are appended. (DC)

380.

ED 107 332 JC 750 372
Program Budgeting: Two Year Colleges.
Ohio Board of Regents, Columbus. Management Improvement Program.
Pub Date Jul 73
Note—127p.
Available from—Ohio Board of Regents, 88 East Broad Street, Suite 700, Columbus, Ohio 43215 ($3.00)
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
Descriptors—Administrative Organization, Administrator Guides, Bibliographies, Budgets, *Cost Effectiveness, Educational Accountability, *Educational Finance, Input Output Analysis, *Junior Colleges, Models, *Planning, *Program Budgeting, Program Evaluation, Resource Allocations
Identifiers—*Ohio

This document is one of five manuals designed to improve management practices in Ohio two-year colleges. Chapter I is introductory and discusses the role of program budgeting in higher education, its objectives, management, and development. Chapter II presents the steps to be taken in developing a program budget--identifying goals and objectives, identifying programs, selecting appropriate output indicators, calculating resource requirements, comparing required resources to available resources and setting priorities, allocating resources, and managing and evaluating the program. Chapter III discusses the administrative organization of program budgeting. Chapter IV concerns the human, financial, and material resources required for program budgeting. Chapter V discusses the characteristics of a program budget plan and suggests sources of data for program budget development. Guidelines for developing goals and objectives, examples of output indicators, sample program budgets, sample forms used to develop a program budget for a college, a brief discussion of some of the analytical services and tools available, budget preparation models, a bibliography, and a comprehensive glossary of budgeting terms used in higher education are appended. (DC)

381.

ED 107 333 JC 750 373
Personnel Management: Two Year Colleges.
Ohio Board of Regents, Columbus. Management Improvement Program.
Pub Date 1 Jul 73
Note—142p.
Available from—Ohio Board of Regents, 88 East Broad Street, Suite 700, Columbus, Ohio 43215 ($3.00)
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
Descriptors—*Administrator Guides, Administrator Responsibility, College Administration, College Faculty, Cost Effectiveness, *Junior Colleges, Management Information Systems, Nonprofessional Personnel, Personnel Evaluation, *Personnel Management, *Personnel Needs, *Planning, Statewide Planning
Identifiers—*Ohio

This document is one of five manuals designed to improve management practices in Ohio two-year colleges. A chapter on organizing for personnel management discusses basic personnel functions, roles and responsibilities of administrators, and the need for a central statewide office of personnel affairs. A chapter on planning, policies, and procedures in personnel management discusses methods for determining objectives for personnel management and for translating goals and objectives into functional activities. A chapter on personnel functions discusses wage, salary, and fringe benefit determination; manpower planning and forecasting; personnel retrenchment; testing in personnel screening; employee orientation; retirement and pre-retirement counseling; instructional workload; tenure; the development and evaluation of various kinds of personnel; equal opportunity and affirmative action plans; standards of conduct and corrective action; grievances and appeals; associations, unions, and other employee organizations; health and safety programs; and supplementary employment. The final chapter concerns the methods of reporting, controlling, and evaluating the personnel program; it discusses the relation of personnel management to college planning and budgeting, the implementation of a personnel management information system, and procedures for recordkeeping. (DC)

382.

ED 131 792 HE 008 411
Program Expenditure Models for Higher Education Budgeting 1975-1977.
Ohio Board of Regents, Columbus.
Pub Date Feb 75
Note—36p
Available from—Ohio Board of Regents, Columbus, Ohio
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Budgeting, Community Colleges, *Financial Policy, Financial Support, Governing Boards, *Higher Education, *Models, Resource Allocations, *State Aid, State Colleges, State Departments of Education, State Universities, Statewide Planning
Identifiers—*Model Program Expenditure Budget, *Ohio

By provision of law, the Ohio Board of Regents must review the appropriation requests of the public community colleges and the state colleges and universities and then submit recommendations regarding the biennial higher education appropriation for the state. To do this, the Board of Regents developed a Model Program Expenditure Budget. This procedure depends upon two fundamental processes: (1) a uniform program classification of instructional offerings by the public institutions of higher education, and (2) an ongoing resource analysis by which the actual expenditure experience of each public institution of higher education for instruction in these different programs can be determined and models for future expenditure requirements can be devised. The importance of these model budgets by program is threefold: (1) They provide a framework within which to establish state subsidy support and a corresponding level of needed student fees. (2) They make possible an equitable distribution of available state appropriation support among all public institutions of higher education. (3) They provide guidelines to public institutions of higher education in their utilization of available financial resources. (LBH)

383.

ED 110 126 JC 750 433
The Two-Year College System in Ohio: A Planning Report.
Ohio Board of Regents, Columbus.
Pub Date 75
Note—32p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors—Associate Degrees, College Role, *Educational Coordination, Educational Demand, Educational Finance, Enrollment Trends, *Junior Colleges, Manpower Needs, *Statewide Planning, *Technical Institutes, Tuition, Vocational Education
Identifiers—*Ohio

This report was designed to aid ongoing development of statewide planning and coordination for Ohio's complex two-year college system. The mission of this system is defined in terms of four areas: Access, Program, Stewardship of Resources, and Institution and the Community. The system is dedicated to the concept of open education with minimal cost or obstacles to the public. Ohio has developed four separate two-year college systems in the last 12 years: community colleges, state general and technical colleges, technical institutes, and university branches. The Ohio Citizens' Task Force on Higher Education made no recommendations about revamping the system to overcome the complex governance problems, choosing rather to define the boundaries of each type of college. Since expansion in number of colleges has been curtailed, the major concern in planning is to equalize the availability of programs throughout the state. Special attention is to be given to those areas where unwarranted program duplication and unnecessary institutional competition exists. Appended is a list of technical associate degree programs available in Ohio and a discussion of the justification for inclusion of a program at any single college on the basis of demographic and manpower needs assessment for a community. (MJK)

384.

ED 126 821 HE 008 136
Ohio Instructional Grants, Fifth Annual Report, 1974-1975 Academic Year.
Ohio Board of Regents, Columbus.
Pub Date Dec 75
Note—56p.
Available from—Ohio Board of Regents, State Office Tower, 30 Broad Street, 36th Floor, Columbus, Ohio 43215.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Annual Reports, Community Colleges, *Educational Finance, Ethnic Groups, Family Income, Geographic Distribution, *Higher Education, *Instructional Student Costs, Junior Colleges, Private Colleges, *State Aid, State Colleges, State Universities, Student Characteristics, *Student Financial Aid, *Tuition Grants
Identifiers—*Ohio

The Ohio Instructional Grant Program is a financial aid program designed to assist low- and middle-income students who are enrolled for full-time undergraduate study in eligible Ohio institutions of higher education. It is intended to supplement financial resources that are already available to students. The Ohio General Assembly appropriated $21,300,000 to fund the program for the 1974-75 academic year. Fifty-one private colleges and universities, twelve state universities and their twenty branches, and twenty-three public two-year colleges participated in the program. Profiles of the financial aspects and the students involved are presented. (Author/KE)

385.

ED 126 820 HE 008 135
Financial Data, Fiscal Years 1974 and 1975. Publicly Assisted Institutions of Higher Education: Universities, Community Colleges, State General and Technical Colleges, and Technical Colleges.
Ohio Board of Regents, Columbus.
Pub Date May 76
Note—80p.
Available from—Ohio Board of Regents, 36th Floor, 30 East Broad Street, Columbus, Ohio 43215
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Community Colleges, *Educational Economics, *Educational Finance, *Expenditures, Higher Education, *Income, Junior Colleges, Medical Schools, *Operating Expenses, *Post Secondary Education, Private Colleges, State Colleges, State Universities, Tables (Data), Vocational Schools
Identifiers—*Ohio

Reported are fiscal data for the years 1974 and 1975 as submitted by Ohio institutions. Additionally, summary tables have been included reflecting the combined total revenues, additions, and expenditures of all the institutions. Covered are: (1) total annual income; (2) total annual expenditures; (3) application of current funds available for instructional and general expenditures; (4) total income and expenditures for auxiliary enterprises; and (5) operations of the agricultural research and development center. (Author/KE)

386.

ED 134 066 HE 008 505
Ohio Board of Regents. Fiscal Year 1975, Annual Report.
Ohio Board of Regents, Columbus.
Note—57p.
Available from—Ohio Board of Regents, 30 East Broad St., 36th Floor, Columbus, Ohio 43215
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Annual Reports, Community Colleges, *Educational Planning, Enrollment Projections, Facility Planning, Family Health, Federal Programs, *Higher Education, Instructional Design, *State Boards of Education, Statewide Planning, Student Financial Aid, *Trustees
Identifiers—*Ohio

The Annual Report of the Ohio Board of Regents for the fiscal year ending June 30, 1975 contains a report from the Chancellor, James A. Norton, regarding activities recommended by a Citizen's Task Force on Higher Education in a move toward higher education planning. The report outlines contracts for services, the addition of family practice departments in Ohio's six medical schools, and enrollment statistics. The capital facilities improvements are highlighted. The Board of Regents activities included are in the areas of federal programs, Chancellor's Advisory Committee on Instructional Development, 1202 Commission, Dental Manpower Study, Ohio Instructional Grants program, Student Aid Committee, Ohio War Orphans Scholarship Program, change in the academic calendar, access, two-year colleges, enrollment projections system, the role of Central State University, developmental education, and a uniform accounting system. A general report and a detailed financial report are included. (JMF)

387.

ED 135 444 JC 770 175
Hazard, Francis E.
Status Survey of Institutional Research--Ohio's Two-Year Campuses.
Ohio Board of Regents, Columbus.
Pub Date 11 Mar 77
Note—37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Community Colleges, *Educational Researchers, Inservice Education, *Institutional Research, *Junior Colleges, *Organization, Research Needs, Research Problems, *State Surveys
Identifiers—*Ohio

A survey was conducted in an effort to determine the state of development of institutional research in Ohio public two-year institutions. A questionnaire mailed to the chief administrative officer at each campus yielded a response rate of 84%. Results of the survey showed: (1) at least 84% of the two-year campuses have or may be served by an institutional research office, (2) 62% of the autonomous campuses had institutional research offices, (3) the educational backgrounds of those responsible for institutional research was generally strong, although most had only one to five years of research experience; (4) only six of the two-year campuses had a person responsible for institutional research on a full-time basis, while 32% of the campuses required less than 25% of a staff member's time in the research function; (5) approximately 300 studies were conducted annually at two-year campuses and respondents indicated significant interest for further studies related to curriculum, instruction, goals and objectives, public relations, and community studies; and (6) priorities for institutional research were identified as determination of future and immediate needs and identification of institutional strengths and weaknesses, but preparation of descriptive reports, while low in priority, was the second most time-consuming function. (JDS)

Oklahoma

388.

ED 023 407 JC 680 422
Coffelt, John J.
The Status and Direction of Oklahoma Higher Education.
Oklahoma State Regents for Higher Education, Oklahoma City.
Pub Date May 68
Note-56p.
EDRS Price MF-$0.25 HC-$2.90
Descriptors-*Colleges, Educational Legislation, *Higher Education, *Junior Colleges, *Master Plans, State Legislation, *Universities
Identifiers-*Oklahoma

This report examines the need for long-range, state-level planning in higher education to accommodate rising enrollment, expanding knowledge, and the need for educated manpower. It describes the state's legal provisions and policies for establishing and operating junior and senior colleges and state universities (all directives subject to periodic review and revision). The "selective access" admissions policy should be continued, to encourage each student to seek his best educational environment. For example: (1) junior colleges should retain their open door policy, emphasizing vocational, technical, and adult education, (2) senior colleges should admit students who expect to complete at least a bachelor's degree, and, if stressing technical programs, can have slightly lower admission standards, and (3) universities should concentrate on upper-division, professional, and graduate programs and on research, and should gradually decrease the number of lower-division students by maintaining higher admission standards than the colleges. The report includes other details of the state system, both practical and philosophical, such as self-study projects, transfer policies, and funding. It concludes with a warning against the waste and conflict inevitable among a diversity of state agencies, and urges that the partnership between federal and state agencies be strengthened to prevent their working at cross-purposes. (HH)

389.

ED 026 987 JC 690 020
Hobbs, Dan S. Hayes, Larry K.
The Tulsa Junior College: Report of a Study to Develop Background Data, Planning Standards and Criteria for the Establishment of the Tulsa Junior College.
Oklahoma State Regents for Higher Education, Oklahoma City.
Pub Date Jan 69
Note—66p.
EDRS Price MF-$0.50 HC-$3.40
Descriptors—*Campus Planning, *College Planning, *Junior Colleges, *Site Selection, *State Legislation
Identifiers—*Oklahoma

The 1968 legislature authorized the Oklahoma State Regents for Higher Education to establish a 2-year junior college for Tulsa County and environs. The Regents' staff began plans that included: a state bond issue ($4 million) to be matched by federal funds; studies of community population trends, socioeconomic trends, site needs, operating budget, and physical plant requirements; functions and purposes of the college; admission, retention, graduation, and accreditation standards; educational programs and degrees or other academic awards to be offered; fees; and timetable for construction, organization, operation, enrollment, and start of classes. The staff worked with national authorities, outside consultants, and public relations experts, and used a questionnaire to collect most of its data. The data and resulting plans are presented in detail. Recommendations include: (1) a comprehensive function for the new college, (2) adoption of broad educational programs and courses of study, (3) nationally prevalent educational standards, (4) conferring of selected degrees and certificates, (5) fees identical with those at other 2-year state colleges, (6) adoption by the Regents of the proposed 1970 operating budget; (7) adoption of the construction guide for the physical plant, (8) development of a multi-campus college with three or four sites, (9) selection of personnel and programs in time for 1970-71 operation, and (10) donation of local sites to the State as soon as possible. (HH)

390.

ED 027 006 JC 690 044
Hobbs, Dan S., Ed.
The Tulsa Junior College: Consultants' Papers on Planning and Establishing a New Urban Junior College.
Oklahoma State Regents for Higher Education, Oklahoma City.
Pub Date Jan 69
Note—121p.
EDRS Price MF-$0.50 HC-$6.15
Descriptors—*Campus Planning, Conferences, *Consultants, *Educational Planning, *Junior Colleges, *Master Plans, Planning
Identifiers—*Oklahoma

In December 1968, several national authorities met to discuss plans for the Tulsa Junior College and the problems that confront new, lay boards. Edmund J. Gleazer covered the role, growth, and future of junior colleges in general. B. Lamar Johnson spoke on junior colleges as they have evolved over several decades and specified five points as guides for Tulsa. In a second address, he emphasized that Tulsa, while comprehensive, must also be a model of the ideal, respective to innovation and improvement. B. J. Priest reviewed the kinds of leadership needed for an operational community college, especially in the urban area. J. W. Hobson examined the complexities of establishing a new college, identified steps in the process, and charted administrative, academic, physical, and financial structures. His second address stressed the need for sound planning, with examples of fiscal and physical requirements. D. M. Knoell discussed the responses of the urban college to the critical needs of both youth and adults for education beyond high school, and the acute problems of program relevance, staff preparation, etc. J. W. Fordyce outlined special considerations of a student-oriented college (physical, philosophical, curricular, personal, and evaluative). S. V. Martorana reviewed the guiding principles of site selection as related to educational goals. J. L. Wattenbarger examined site selection in terms of accessibility, environment, size, shape, topography, access to utilities, expansion space, cost, and beauty. (HH)

391.

ED 038 971 JC 700 128
Junior College Education in Oklahoma: A Report of a State-Wide Study.
Oklahoma State Regents for Higher Education, Oklahoma City.
Pub Date Feb 70
Note—78p.
EDRS Price MF-$0.50 HC-$4.00
Descriptors—Demography, Economic Development, Educational Coordination, Educational Facilities, *Educational Specifications, *Educational Supply, Enrollment Projections, Facility Guidelines, *Facility Requirements, Financial Needs, Financial Policy, Institutional Facilities, *Junior Colleges, *Master Plans, Resources
Identifiers—*Oklahoma

This study reports data collected during a state-wide investigation into the current and future junior college needs of the people of Oklahoma. Factors investigated include current and future population, student enrollment, and economic patterns, manpower distribution and needs; existing and required educational services, financing; and existing interfaces among 2-year colleges themselves and with other state-wide institutions of higher education. The following conclusions and recommendations were typical. First, gearing the system more to the needs of the state, making post-high school attendance opportunities available to all, and meeting the increasing need for semi-professional and technical training were recommended. To do this, it was conceded that the old notion of a school in one physically located campus could be, under certain circumstances, replaced by a "teaching service area"--where course offerings were adaptable to the needs of the community and that required few permanent facilities. In addition, it was recommended that duplication in recruiting and program offerings should be reduced, as should current inequities in financing methods and present inefficiencies in coordination among the various institutions of higher education in the state. (JO)

Oregon

392.

ED 015 724 JC 670 686
DELINEATION OF THE COMMUNITY COLLEGE'S PLACE IN OREGON EDUCATION.
OREGON STATE DEPT. OF EDUCATION, SALEM
REPORT NUMBER REP-5
PUB DATE 65
EDRS PRICE MF-$0.25 HC-$0.80 18P.

DESCRIPTORS *COLLEGE ROLE, *EDUCATIONAL FINANCE, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, *STATE SCHOOL DISTRICT RELATIONSHIP, COLLEGE PLANNING, OREGON, STATE AGENCIES, STATE STANDARDS,

COMMUNITY COLLEGES IN OREGON, HAVING RESOURCES AND FLEXIBILITY TO MEET MANY DEMANDS FOR POST HIGH SCHOOL EDUCATION, ARE INTENDED TO OFFER BROAD, COMPREHENSIVE PROGRAMS IN BOTH ACADEMIC AND VOCATIONAL FIELDS. THEY SHOULD BE (1) LOCAL, WITHIN COMMUTING RANGE FOR MOST OF THEIR STUDENTS, (2) OPEN TO ALL WHO CAN PROFIT FROM THEIR PROGRAMS, (3) PART OF A SYSTEM OF FREE PUBLIC EDUCATION THROUGH GRADE 14, AND (4) PROHIBITED BY LAW FROM BE-

COMING 4-YEAR COLLEGES. THE BASIS OF FINANCE BASED ON FULL-TIME EQUIVALENTS IS SOUND, BUT SHOULD REFLECT COST VARIATIONS AMONG PROGRAMS. FEDERAL FUNDS SHOULD SUPPLEMENT, NOT SUPPLANT, STATE SUPPORT. THE STATE BOARD OF EDUCATION SHOULD CONTINUE ITS PRESENT RESPONSIBILITIES CONCERNING NEW DISTRICTS, SITES, STANDARDS, FUNDS AND ARCHITECTURAL STANDARDS. CONTINUED PLANNING IS ESSENTIAL, WITH ENCOURAGEMENT OF COOPERATIVE EFFORT WHEN IT IS DESIRABLE. A QUESTIONNAIRE USED TO SAMPLE PUBLIC OPINION FOR THIS REPORT IS INCLUDED. (WO)

393.

ED 018 096 EF 001 551

MINEAR, LEON P.

OREGON COMMUNITY COLLEGES POLICIES AND PROCEDURES GOVERNING STATE ASSISTANCE PROGRAM FOR CONSTRUCTION OF FACILITIES. 1967 REVISION.

OREGON STATE DEPT. OF EDUCATION, SALEM

PUB DATE 67

EDRS PRICE MF-$0.25 HC-$1.72 41P.

DESCRIPTORS *ADMINISTRATIVE POLICY, *COMMUNITY COLLEGES, *FINANCIAL POLICY, *MASTER PLANS, *STATE LEGISLATION, BOARD OF EDUCATION POLICY, COLLEGE PLANNING, CONSTRUCTION COSTS, DATA SHEETS, EDUCATIONAL FACILITIES, FACILITY GUIDELINES, FACILITY UTILIZATION RESEARCH, OREGON, SALEM, SITE SELECTION, STATE AID,

POLICIES, REGULATIONS, PROCEDURES AND CRITERIA ADAPTED FROM THE RULES AND REGULATIONS OF THE OREGON STATE BOARD OF EDUCATION ARE COMPILED IN THIS DOCUMENT TO ASSIST SCHOOL DISTRICTS IN PRODUCING MASTER PLANS FOR INSTITUTIONAL DEVELOPMENT. THESE POLICIES AND PROCEDURES GOVERNING THE STATE ASSISTANCE PROGRAM ARE SPECIFICALLY RELATED TO THE CONSTRUCTION OF FACILITIES FOR OREGON'S COMMUNITY COLLEGES. IT INCLUDES--(1) A POLICY STATEMENT OF THE RESPONSIBILITIES OF THE BOARD OF EDUCATION, (2) THE REGULATIONS FOR FUNDING A COMMUNITY COLLEGE PROJECT, AND (3) THE ADMINISTRATIVE PROCEDURES FOR COMMUNITY COLLEGE CONSTRUCTION. THE SECTIONS ON PROCEDURES CONTAIN AN OUTLINE FOR DEVELOPING UTILIZATION STUDIES AND GUIDELINES FOR SPACE STANDARDS. THE SIX APPENDIXES INCLUDE SECTIONS ON APPROVING A PROPOSED SITE, DEVELOPMENT OF A LONG-RANGE MASTER PLAN, THE PREPARATION OF EDUCATIONAL SPECIFICATIONS, THE FORMS REQUIRED FOR STATE ASSISTANCE. (BH)

394.

ED 020 724 JC 680 227

BOSS, RICHARD D. ANDERSON, ROBERTA

COMMUNITY JUNIOR COLLEGE, A BIBLIOGRAPHY.

OREGON STATE SYSTEM OF HIGHER EDUCATION, CORVALLIS

PUB DATE 67

EDRS PRICE MF-$0.75 HC-$7.24 179P.

DESCRIPTORS— *BIBLIOGRAPHIES, *COMMUNITY COLLEGES, *FILMS, *JUNIOR COLLEGES, ACCREDITATION (INSTITUTIONS), COLLEGE ADMINISTRATION, COLLEGE CURRICULUM, COLLEGE FACULTY, COLLEGE INSTRUCTION, COLLEGE LIBRARIES, COLLEGE STUDENTS, COLLEGE TEACHERS, EDUCATIONAL FACILITIES, FILMSTRIPS, GUIDANCE, STUDENT PERSONNEL SERVICES,

THIS SECOND EDITION OF THE BIBLIOGRAPHY EXCLUDES MOST MATERIAL BEFORE 1966 AND HAS BEEN UPDATED TO JANUARY 1967. THE CONTENTS ARE CLASSIFIED BY (1) RELATED BIBLIOGRAPHIES, (2) GENERAL WORKS, (3) HISTORY, (4) PURPOSES AND CHARACTERISTICS, (5) ADMINISTRATION AND ORGANIZATION, (6) FINANCING, (7) CURRICULUMS, (8) GUIDANCE, (9) THE STUDENTS, (10) TEACHERS AND TEACHING, (11) PHYSICAL PLANTS, (12) ACCREDITATION, (13) LIBRARIES, (14) RESEARCH, (15) SERIALS, (16) AN AUTHOR INDEX, AND (17) FILMS AND FILMSTRIPS. THE FILM SECTION IS BRIEFLY ANNOTATED AND SOURCES FOR THE FILMS ARE LISTED. THIS DOCUMENT IS ALSO AVAILABLE FOR $1.75 FROM DCE INFORMATION SERVICES, WALDO HALL 100, CORVALLIS, OREGON 97331. (HH)

395.

ED 023 856 VT 006 422

Guide to Structure and Articulation of Occupational Education Programs (Grades 7 through 12 and Post-High School).

Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.

Pub Date 68

Note–109p.

EDRS Price MF-$0.50 HC-$5.55

Descriptors–Adult Vocational Education, *Articulation (Program), Community Colleges, *Curriculum, Curriculum Development, Guidelines, High Schools, Junior High Schools, *Occupational Clusters, Occupational Guidance, Occupational Information, *Program Development, Program Guides, Special Education, Technical Education, *Vocational Education, Work Experience Programs

Intended as a flexible instrument, this guide suggests approaches for providing (1) meaningful occupational education throughout the junior high and high school structure, (2) opportunities for attaining entry level occupational competency in the secondary education complex, and (3) occupational education at the high school level which is appropriate to continuation beyond high school. On the basis of (1) the adoption of the occupational cluster concept which involves its grouping of occupations with identical or similar skill and knowledge requirements, (2) the implementation of a program of occupational exploration in grades 7 through 10, (3) the availability of adequate guidance and counseling, and (4) the provision of introductory courses at the ninth and 10th grade levels, a pattern of occupational education for secondary schools is suggested and approaches to organization, content, scope, and sequence of 12 cluster-based occupational curriculums are presented. The roles of high school occupational programs are identified as providing specific preparation for those who drop out and those who do not continue beyond high school, and a complementary learning experience to those who continue their occupational education. The alignment of the 12 curriculums with typical community college programs is illustrated, and the development of agriculture education from grade 9 through the community college program is presented schematically. (JK)

396.

ED 029 246 AC 004 480

Coordination of Continuing Education and Community Services in Oregon.

Oregon State Educational Coordinating Council, Salem.

Pub Date 68

Note—20p.

EDRS Price MF-$0.25 HC-$1.10

Descriptors— *Adult Education, Community Colleges, *Community Services, Disadvantaged Groups, *Educational Coordination, Educational Finance, Geographic Regions, *Interagency Coordination, Private Colleges, *State Agencies, State Universities

Identifiers— *Oregon

This report suggests ways to better provision of adult education and community service programs in the state of Oregon, and to avoidance of conflict and duplication. The increasing involvement of private and community colleges and other agencies will make duplication likely and informal coordination difficult. There are areas in the state not being served and functions (such as programs for the disadvantaged) not being served, the scope of programs has been limited by the "self-supporting" policy. All educational agencies in the state should accept responsibility for providing adult education and community service programs, they should give particular emphasis to program for the disadvantaged, and they should be provided adequate staff and resources for multiservice programs in their community or region. Local coordinating councils should be created, types of programs should be divided among local educational agencies, state and federal aid should be available, and the State Educational Coordinating Council should coordinate and harmonize programs of state and private institutions and provide continuous review of needs and services. (eb)

397.

ED 038 115 JC 700 076

Transfer from Oregon Community Colleges to Institutions of the State System of Higher Education.

Oregon State System of Higher Education, Portland. Office of Academic Affairs.

Pub Date Nov 68

Note—32p.

EDRS Price MF-$0.25 HC-$1.70

Descriptors— *Admission (School), *Articulation (Program), *Bachelors Degrees, Course Evaluation, Curriculum Planning, Dual Enrollment, *Junior Colleges, *Transfer Students

Identifiers— *Oregon

This study compared the enrollment status of Oregon junior college students who had transferred to senior institutions as juniors with data on the same topic from a national study. The following percentages reflect the status of the Oregon students three years after their transfer: 59.4 percent had received their baccalaureate degree; seven per cent were still enrolled; and 33.6 per cent had withdrawn. The figures for transfer students in the national study were 62 per cent, nine per cent, and 29 per cent, respectively. Appended to the study are proposed national guidelines for articulation of community college programs with senior institutions. This includes admissions, evaluation of transfer courses and curriculum planning, as well as guidelines for simultaneous enrollment in college and high school. (MC)

398.

ED 031 570 VT 008 719

An Approach to the Articulation and Coordination of Occupational Preparatory Curriculums from the High School Through the Community College; Paper and Reports of Task Forces I and II.

Oregon State Board of Education, Salem.; Oregon State Dept. of Employment, Salem

Pub Date 16 Dec 68

Note—255p.

EDRS Price MF-$1.00 HC-$12.85

Descriptors—Admission (School), Agricultural Education, *Articulation (Program), Business Education, *Community Colleges, Curriculum, Demography, Educational Planning, Educational Trends, Employment, Enrollment Influences, *High Schools, Industrial Education, Occupational Information, *Program Coordination, Tables (Data), *Vocational Education

The primary objective of this project was to produce a suggested plan for promoting and guiding the development and expansion of occupational education in Oregon high schools and community colleges. To achieve the major objective, special task force groups were assembled to work on specific aspects of the total project: labor market data, curriculum articulation, curriculum coordination, and open enrollment relations. Task force reports on labor market data and on curriculum articulation are included in this document. The task force groups included representatives from high schools, community colleges, the Oregon Board of Education, Oregon State University, and the State Employment Service. The plan must ultimately provide for articulation of occupational preparatory curriculums from the senior high school to specialized vocational-technical preparation in the community colleges, for coordination and distribution of occupational preparatory curriculums among community colleges, and for operation of student services that promote effective development of human resources and efficient utilization of physical resources. (CH)

399.

ED 035 368 HE 001 313

Stearns, Floyd

Enrollments in Oregon's Public and Independent Colleges and Universities. Actual and Projected Enrollments 1959 through 1978. A Staff Report.

Oregon State Educational Coordinating Council, Salem

Report No—ECC-15-69-2
Pub Date Apr 69
Note—27p.
Available from—Educational Coordinating Council, 647 Union Street, N.W., Salem, Oregon 97310
EDRS Price MF-$0.25 HC-$1.45
Descriptors—Community Colleges, *Enrollment Projections, *Enrollment Rate, *Enrollment Trends, *Higher Education, *Institutions, Private Colleges, State Universities
Identifiers—*Oregon

Utilizing certain guidelines and assumptions, this report presents actual, estimated, and projected enrollment for Oregon's 38 institutions of higher education between 1959 and 1978. The report is composed mostly of statistical tables presenting data on the 12 community colleges, 9 public 4-year institutions, and 17 private and independent institutions. Seminaries and Bible schools are not included. It is noted that total enrollments are expected to increase by 55% between 1968 and 1978, after an actual increase of 170% between 1959 and 1968. Between 1968 and 1973, the proportion of enrollments in community colleges will increase, while the proportion in public 4-year and independent and private instructions will decline. Between 1973 and 1978, the relative proportions will remain stable. (DS)

400.

ED 042 043 VT 011 542
The Role of the Community College in Training the Disadvantaged-Handicapped Student. Final Report.
Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.; Oregon State Univ., Corvallis. Div. of Vocational, Adult, and Community Coll. Education.
Pub Date Jun 70
Note—79p.; Proceedings of a Workshop (Oregon State Univ., Corvallis, June 15-19, 1970)
EDRS Price MF-$0.50 HC-$4.05
Descriptors—*College Role, *Community Colleges, *Disadvantaged Youth, Educational Innovation, *Handicapped Students, Manpower Development, Rehabilitation, Teacher Education, *Vocational Education

Ten of Oregon's twelve community colleges were represented at this workshop sponsored by the Oregon Board of Education. Each participant held a position of importance in developing programs for handicapped students in his respective agency. The workshop: (1) examined the problems of the handicapped student, in terms of specific problems of each group as well as problems faced by handicapped students in general, (2) studied successful programs and instructional materials, and (3) discussed innovative methods and techniques. After examining the role of the community college in rehabilitation, participants recommended modifications in teacher education and made proposals for new programs. (BH)

401.

ED 094 800 JC 740 256
deBroekert, Carrol
Within Reach. Systematic Statewide Planning for Oregon Community Colleges.
Oregon State Board of Education, Salem.
Pub Date 16 Feb 73
Note—29p.; One of a series of position statements
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Community Colleges, *Educational Objectives, Guides, *Management by Objectives, Post Secondary Education, *Program Development, State Boards of Education, *Statewide Planning

Recommendations related to systematic statewide planning for Oregon community colleges are provided in this position statement. Goals, proposed accomplishments, and projected activities are outlined. Priorities for management by objectives in the community colleges are given as to instruction-related priority needs and management-related priority needs. (DB)

402.

ED 094 664 HE 005 787
Siler, Pamela
Post-Secondary Enrollment Distributions in Oregon--Fall 1972. An Analysis of the Statewide Student Enrollment Data Survey. A Staff Report. Educational Coordinating Council Report No. 13-73.
Educational Coordinating Council, Salem, Oreg.
Report No—ECC-13-73
Pub Date Mar 73
Note—47p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Community Colleges, Data Analysis, *Enrollment, *Higher Education, Population Trends, *Post Secondary Education, Resident Students, *Statewide Planning, Statistical Data, Students, Surveys
Identifiers—*Oregon

This report is organized around a series of tables that describe the characteristics of the student population of each institution in Oregon during the fall term of 1972. The data is organized into four sections corresponding to the four types of institutions: the State Department of Higher Education institutions; the independent and private colleges and universities; the community colleges, and the proprietary institutions. In addition to a section on each educational segment, a summary of enrollment data is provided. In this section, the total picture with respect to postsecondary enrollments is presented. Also, comparisons among enrollments in the various educational segments are made. Each section on a particular educational segment begins with a short summary of the general indications of the tables displayed in that section. The tables contain information for each of the institutions on: headcount enrollment by program level, full-time equivalent enrollment by program level, headcount enrollment by residence status, a comparison of headcount and fulltime equivalent enrollment with 1971 levels, and headcount enrollment by major field of study. (Author/PG)

403.

ED 094 666 HE 005 789
Siler, Pamela
Experiences of 1972 Oregon Post-Secondary Graduates. A Staff Report. Educational Coordinating Council Report No. 37-73.
Oregon State Educational Coordinating Council, Salem.
Report No—ECC-37-73
Pub Date Aug 73
Note—28p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*College Graduates, *Educational Quality, *Graduate Surveys, *Higher Education, Post Secondary Education, *Program Effectiveness, Questionnaires, Research Projects, State Standards, Statistical Data
Identifiers—*Oregon

This postsecondary followup survey was designed to provide information on educational needs at the postsecondary level based on the experiences and the evaluation of recent graduates. A sample of 4,250 postsecondary graduates was drawn from lists of graduates provided by all the individual institutions in Oregon. Usable completed questionnaires were returned by approximately 60 percent of the original sample. Results indicated: (1) The proportion of 1972 graduates in responding that "work" was their primary activity declined over the previous years, the decline being most pronounced among graduates of independent colleges. (2) There was an increase in the proportion of graduates in the "unemployed" category. (3) A greater percentage of female postsecondary graduates in all three educational segments were working than their male counterparts, while a greater percentage of male than female graduates chose to continue their education. (4) Female graduates were concentrated in professional and clerical jobs, while male graduates were distributed to a greater extent among other job categories. Women have not made significant gains in obtaining jobs traditionally taken by men. Statistical data support conclusions. (MJM)

404.

ED 088 178 EA 005 910
Effective Budget Building: A Guide for School Districts and Community Colleges. School Business Management Bulletin. Revised.
Oregon State Dept. of Education, Salem.
Report No—SEM-73-2
Pub Date Nov 73
Note—149p.
Available from—Oregon State Department of Education, 942 Lancaster Drive, N. E., Salem, Oregon 97310 ($2.75)
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Administrator Guides, Budgeting, Community Colleges, *Educational Finance, Educational Legislation, Guides, *Program Budgeting, *School Accounting, School Districts, *School District Spending
Identifiers—Oregon

This manual offers guidelines to Oregon school districts and community colleges for budget preparation and accounting. The publication contains all changes from the 1973 legislative session; describes the budgeting process; and gives sample agendas, calendars, planning charts, and resolutions to be enacted by a school board in making up a budget. It is the first manual in a series to be published following each legislative session, with reports covering other significant changes to be published during the interim year. Samples provide illustrations of the proper school district accounting process for receipts and expenditures. Two sections describe the procedures to follow in conducting a school levy for both the local and the intermediate education districts. The manual concludes with a section containing statistical information on State funds for schools, salaries, budgets, expenditures per pupil, enrollment, and the population of Oregon by counties. (Author/DN)

405.

ED 094 663 HE 005 786
Burnes, Nancy
Postsecondary Enrollment Distributions in Oregon Fall-1973. A Staff Report. Educational Coordinating Council Report No. 9-74.
Educational Coordinating Council, Salem, Oreg.
Report No—ECC-9-74
Pub Date Feb 74
Note—42p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Community Colleges, *Enrollment, *Higher Education, *Post Secondary Education, Proprietary Schools, *Statewide Planning, Statistical Data, *Student Distribution, Surveys
Identifiers—*Oregon

The information in this report pertains to the distribution of enrollments in Oregon's postsecondary institutions of education as of fall 1973. It is the purpose of this report to provide a reliable data base for use by those involved in comprehensive statewide educational planning. This is one of several annual reports published by the Educational Coordinating Council that provides information toward the development of such a data base. Enrollment information has been gathered from the Oregon State Department of Higher Education institutions, the Oregon independent and private colleges and universities, the Oregon public community colleges, and the Oregon proprietary schools. The data for this report was compiled from the registrars' records as soon as enrollment stabilized during the fall term of 1973. The text of this report presents a brief summary section that gives an overview of enrollment data in Oregon's institutions of postsecondary education with comparisons among enrollments in the various educational segments. This discussion is organized around the tables presented in the text of this report and around information contained in the tables of Appendix A. Following the above discussion, a brief summary of fall 1973 enrollment data for each of the four educational segments is presented. (Author/PG)

406.

ED 094 670 HE 005 794
Lincicum, Michael
Class of 1974 Post-High School Plans Survey. A Staff Report. Educational Coordinating Council Report No. 8-74.
Oregon State Educational Coordinating Council, Salem.
Report No—ECC-8-74
Pub Date Feb 74
Note—25p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Career Planning, College Bound Students, *Educational Objectives, *Higher Education, *High School Graduates, *High School Students, Occupational Choice, Questionnaires, Research Projects

Identifiers—*Oregon

This report presents a summary of the major findings of a 1974 survey designed to indicate the post-high school activity plans of Oregon high school seniors. Approximately 26,500 questionnaires were completed by seniors in the 1974 graduating classes in public and private high schools in the state, representing a sample of 80 percent of the projected graduates. Results indicated: (1) The proportion of 1974 graduates expecting to attend school and work at the same time increased from the 1973 level, while the number who expect to attend school exclusively decreased from the 1973 level. (2) A comparison of the school expectation of seniors indicating work and school and those indicating school only confirmed that the work and school group is most likely to attend community colleges or proprietary schools. (3) The percentage of students expecting to attend Oregon insitutions has remained fairly stable over a 3-year period, but there has been a significant drop in the number of students expecting to attend out-of-state institutions. (MJM)

407.

ED 094 671 HE 005 795

Barnes, Nancy

Degrees and Awards Granted in Postsecondary Institutions in Oregon 1972-73. A Staff Report. Educational Coordinating Council Report No. 3-74.

Oregon State Educational Coordinating Council, Salem.

Report No—ECC-3-73

Pub Date Feb 74

Note—88p

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—*Associate Degrees, *Bachelors Degrees, *Degrees (Titles), *Doctoral Degrees, *Higher Education, Masters Degrees, Statistical Data

Identifiers—*Oregon

This report provides a comprehensive and accurate overview of the numbers, insitutions, types of awards, and program areas involved in the granting of degrees and certificates in Oregon's postsecondary institutions of education. Oregon's postsecondary institutions conferred a total of 29,559 degrees and certificates during the past year. These were awarded in the following six categories: first professional, bachelor, master, doctor, associate, and certificate. Certificates comprised the largest number of awards granted, with 11,761 in this category. The number of degrees granted in the other categories include: bachelors' degrees--10,435, associate degrees--3,239, masters' degrees--2,915, first professional degrees--685, and doctorates--524. (MJM)

408.

ED 096 895 HE 005 922

Westine, John G.

Enrollments in Oregon's Public and Independent Colleges and Universities. Actual and Projected Enrollments 1966 Through 1984. Report No. 10-74.

Educational Coordinating Council, Salem, Oreg.

Report No—ECC-10-74

Pub Date Apr 74

Note—31p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*College Students, Community Colleges, *Enrollment, *Enrollment Projections, *Enrollment Trends, *Higher Education, Private Colleges, State Colleges, State Universities, Statistical Data

Identifiers—*Oregon

This report presents enrollment projections for Oregon's 39 public and private institutions of higher education. An analysis of the summary data indicate: (1) Enrollments in Oregon's colleges and universities are expected to increase by 24,380 full-time equivalent (FTE) students or 24 percent during the next 11 years (1973-74 to 1984-85). (2) In the next 11 years, community colleges will experience a greater numerical and percentage increase in student enrollment than will the public 4-year and the private and independent colleges. The community colleges are expected to increase by 22,526 FTE students or 62 percent, the public 4-year colleges and universities by 952 FTE students or 2 percent, and the private and independent colleges and universities by 902 FTE students or 7 percent. (3) The proportion of Oregon's college enrollments provided for by the public 4-year colleges and universities and the private and independent colleges and universities will continue to decline, although the rate of decline is decreasing as community college enrollment begins to level off. Statistical data is included. (*MJM*)

409.

ED 115 326 JC 750 606

Guidelines for Personnel Policy Formulation in the Oregon Community Colleges.

Oregon State Board of Education, Salem.

Note—14p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors—Employer Employee Relationship, *Employment Practices, Guidelines, *Junior Colleges, *Personnel Policy, Policy Formation, State School District Relationship, *State Standards

Identifiers—Oregon

In order to insure a measure of consistency in the area of personnel relations, while retaining the flexibility necessary to meet local needs, the Oregon Board of Education has published this list of guidelines for personnel policy formulation in the Oregon community colleges. Based on statutory authority, the guidebook outlines required personnel policies, offers suggestions for their formulation, and delegates responsibility for their implementation. The policies include descriptions, amplifications, and guidelines in the following areas: college philosophy; freedom of institution to function; academic freedom and responsibility; organization; policy development and review; internal communication channels; employment practices; terms and conditions of employment; staff development; position description; personnel evaluation; leave of absence; retirement; election and recognition of representation; salary and indirect compensation policy; grievance procedures/appeals; negotiations; responsibility for costs of hearings, mediation, negotiation; and definition of terms. (NHM)

Pennsylvania

411.

ED 018 634 VT 003 584

THE ADMINISTRATION AND PLANNING OF VOCATIONAL-TECHNICAL EDUCATION IN PENNSYLVANIA.

DAUWALDER (DONALD D.) AND ASSOCIATES

PENNSYLVANIA STATE BOARD FOR VOCATIONAL EDUCATION

PUB DATE DEC 64

EDRS PRICE MF-$0.75 HC-$6.16 152P.

DESCRIPTORS *EDUCATIONAL ADMINISTRATION, *EDUCATIONAL FINANCE, *EMPLOYMENT OPPORTUNITIES, *EMPLOYMENT TRENDS, *VOCATIONAL EDUCATION, ADMINISTRATIVE CHANGE, ADMINISTRATIVE ORGANIZATION, CERTIFICATION, COMMUNITY COLLEGES, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, EDUCATIONAL PLANNING, EMPLOYMENT PATTERNS, FINANCIAL POLICY, PENNSYLVANIA, POPULATION TRENDS, PROGRAM EVALUATION, STATE LEGISLATION, SUPERVISION, TECHNICAL EDUCATION,

MAJOR FINDINGS AND RECOMMENDATIONS OF A STUDY OF CURRENT AND PROPOSED VOCATIONAL EDUCATION PROGRAMS IN THE STATE ARE SUMMARIZED. AREAS COVERED ARE (1) EMPLOYMENT TRENDS AND JOB OPPORTUNITIES IN WHICH, ON THE BASIS OF THE ANALYSIS OF 12 MAJOR STATISTICAL AREAS AS TO POPULATION, URBAN AREAS, INDUSTRIAL AREAS, EDUCATIONAL OPPORTUNITIES, AND EMPLOYMENT OPPORTUNITIES, IT WAS CONCLUDED THAT VARIANCE BETWEEN AREAS WAS GREAT ENOUGH TO REQUIRE EDUCATIONAL PLANNING ONLY ON THE BASIS OF FURTHER LOCAL STUDY, (2) ORGANIZATION OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION WHICH RECOMMENDED THAT THE STATE BOARD OF EDUCATION HAVE INDEPENDENT AUTHORITY OVER THE DEPARTMENT OF PUBLIC INSTRUCTION, THAT REORGANIZATION TAKE PLACE AND THAT STATE SERVICES BE EXPANDED, (3) PRESENT PROGRAMS AND PLANNING WHICH IDENTIFIED WEAKNESSES AND ISSUES IN THE STATEWIDE PROGRAM THAT NEED TO BE RESOLVED BY THE STATE BOARD, (4) PROPOSED EDUCATIONAL ORGANIZATION WHICH INCLUDED RECOMMENDATIONS ON SUCH PROBLEMS AS PROGRAM REVISION, REIMBURSEMENT PATTERNS, EXPERIMENTAL PROGRAMS, ENROLLMENT STANDARDS, AREA SCHOOLS, TECHNICAL INSTITUTES, COMMUNITY COLLEGES, FEES, NEED DETERMINATION, AND ARTICULATION, (5) FISCAL POLICY AND LEGISLATION WHICH ANALYZED CURRENT FINANCING, ALLOCATION OF FUNDS, AND SALARY INEQUITIES AND RECOMMENDED LEGISLATION TO CORRECT THE PROBLEMS, (6) SUPERVISION, EVALUATION, AND CERTIFICATION WHICH MADE SPECIFIC SUGGESTIONS CONCERNING CURRICULUM DEVELOPMENT, RESEARCH AND EVALUATION, TEACHER TRAINING AND CERTIFICATION, AND COUNSELING AND GUIDANCE, AND (7) EDUCATIONAL SPECIFICATIONS WHICH SUGGESTED METHODS FOR ADMINISTERING STANDARDS THROUGH THE DEPARTMENT OF PUBLIC INSTRUCTION AND THE STATE BOARD. (JM)

412.

ED 016 456 JC 670 653

HOFFMAN, GEORGE W.

GUIDELINES FOR THE ESTABLISHMENT OF PUBLIC COMMUNITY COLLEGES IN PENNSYLVANIA.

PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION

PUB DATE APR 65

EDRS PRICE MF-$0.50 HC-$2.60 63P.

DESCRIPTORS *COLLEGE PLANNING, *COMMUNITY SURVEYS, *GUIDELINES, *JUNIOR COLLEGES, *STATE PROGRAMS, EDUCATIONAL FINANCE, EDUCATIONAL LEGISLATION, ENROLLMENT PROJECTIONS, FEASIBILITY STUDIES, GOVERNANCE, PENNSYLVANIA,

LOCAL SPONSORS MUST PREPARE A PLAN FOR A PROPOSED COMMUNITY COLLEGE, INCLUDING SIX MAJOR TOPICS--(1) HISTORY OF ORGANIZATION AND SPONSORSHIP, (2) DESCRIPTION OF THE PROPOSED SERVICE AREA, (3) RESULTS OF A COMMUNITY SURVEY, (4) PHILOSOPHY, OBJECTIVES, AND ORGANIZATION OF THE PROPOSED COLLEGE, (5) LEGAL AND FINANCIAL MATTERS, AND (6) SUPPORTING INFORMATION. A SERIES OF GUIDELINES FOR PLANNING AND FOR MAKING THE NECESSARY SURVEYS IS PRESENTED IN 10 PARTS--(1) THE ORGANIZATION AND PURPOSES OF COMMUNITY COLLEGES, (2) THE COMMUNITY COLLEGE'S ROLE IN PENNSYLVANIA, (3) STATEWIDE PLANNING, (4) LOCAL PLANNING AND SURVEY REQUIREMENTS, (5) ADMINISTRATION AND FACULTY, (6) CURRICULUMS, CREDIT, DEGREES, AND CERTIFICATES, (7) ADMISSION POLICIES, (8) ACCREDITATION, (9) STUDENT PERSONNEL SERVICES, AND (10) CAMPUS, FACILITIES AND FINANCIAL CONSIDERATIONS. APPENDED ARE A TOPICAL OUTLINE OF A SAMPLE COMMUNITY COLLEGE PLAN, INSTRUCTIONS FOR THE COMMUNITY SURVEY, CURRICULAR PATTERNS, THE TEXT OF PERTINENT LEGISLATION, AND A LIST OF REFERENCES. (WO)

413.

ED 013 620 JC 670 491

MCCREERY, OTIS C. AND OTHERS

A MASTER PLAN FOR HIGHER EDUCATION IN PENNSYLVANIA.

PENNSYLVANIA STATE BOARD OF EDUC., HARRISBURG

PUB DATE JAN 67

EDRS PRICE MF-$0.25 HC-$2.00 48P.

DESCRIPTORS *GOVERNANCE, *HIGHER EDUCATION, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, PENNSYLVANIA,

FROM 1965 TO 1975 LARGE INCREASES ARE PROJECTED IN THE PERCENTAGE OF

PENNSYLVANIA HIGH SCHOOL GRADUATES WHO ENTER COLLEGE, AND AT LEAST A 60 PERCENT INCREASE IN TOTAL COLLEGE ENROLLMENT IS EXPECTED. A TRIPARTITE SYSTEM OF HIGHER EDUCATION IS PROPOSED--(1) COMMUNITY COLLEGES WILL PROVIDE HIGHER EDUCATION OPPORTUNITIES FOR STUDENTS WITHIN COMMUTING DISTANCE. COMPREHENSIVE IN SCOPE, THEY WILL OFFER LOWER DIVISION, OCCUPATIONAL, GENERAL, AND ADULT EDUCATION. FINANCING WILL BE A SHARED RESPONSIBILITY OF THE STATE, THE LOCAL SPONSOR, AND THE STUDENT. (2) STATE COLLEGES WILL PROVIDE FOR A LARGE PART OF THE INCREASED INSTRUCTIONAL LOAD THROUGH THE MASTER'S DEGREE LEVEL. EVENTUALLY DOCTORAL PROGRAMS WILL BE INITIATED IN SELECTED FIELDS. FINANCING WILL BE SHARED BY THE STATE AND THE STUDENT, SUPPLEMENTED BY FEDERAL AND PRIVATE FUNDS. (3) THE UNIVERSITY WILL HAVE PRIMARY RESPONSIBILITY FOR EDUCATION IN THE PROFESSIONS, AND WILL BE INCREASINGLY CONCERNED WITH UPPER DIVISION AND GRADUATE STUDENTS. FINANCING WILL BE SIMILAR TO THAT IN THE STATE COLLEGES. EACH SEGMENT WILL HAVE ITS OWN COORDINATING COUNCIL, WITH A COUNCIL OF HIGHER EDUCATION TO WORK WITH THE THREE SEGMENTS. (WO)

414.

ED 057 774 JC 720 010

A Descriptive Analysis of Programs for the Disadvantaged in Two-Year Colleges.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Development and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Oct 71

Note—51p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Disadvantaged Groups, *Disadvantaged Youth, *Junior Colleges, *Program Descriptions, *Program Evaluation

This review of the literature from higher education concerning compensatory education focuses on those programs and practices that help disadvantaged students enter institutions of higher education as well as those designed to help them succeed once enrolled. Recruitment, admission, and financial aid practices to help disadvantaged students enter institutions of higher education were discussed as well as instructional programs in basic communication skills, tutorial programs, summer programs, evaluation, cultural enrichment programs, ethnic studies programs, and special guidance and counseling services designed to assist the disadvantaged once they enroll. The main focus of the paper was to examine the nature of, and extent to which, these compensatory practices and programs actually exist in 2-year colleges. (Author/AL)

415.

ED 057 775 JC 720 011

Academically Disadvantaged Minority Group Students in Public Two-Year Colleges.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Development and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Oct 71

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Disadvantaged Groups, *Dropout Characteristics, *Educationally Disadvantaged, *Junior Colleges, *Minority Groups, Questionnaires, Surveys

A discussion of disadvantaged students in 2-year colleges concludes that they usually come from minority groups, are underrepresented in institutions of higher education, have little economic support and are characterized by marginal traditional academic qualifications. A number of classification schemes used by social scientists are discussed with the implication that administrators of 2 year colleges need to be more sensitive in identifying and selecting students who might have some chance of academic success. The final section of this paper reports that a sample of administrators view the major causes of disadvantaged student attrition as inadequate motivation, student finances, emotional stability, and academic abilities. A large percentage of administrators indicated a lack of district support of such students and inadequate finances for institutional programs. The questionnaire surveying the administrators is appended. (MN)

416.

ED 057 776 JC 720 012

A Descriptive Analysis of Curricular Offerings in Public Two-Year Colleges.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Development and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Oct 71

Note—30p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Curriculum, *Curriculum, *Educational Programs, *Junior Colleges, *Program Evaluation

The first phase of development of the contemporary 2-year college established the transfer or pre-professional goal, the second phase initiated the additional goal of occupationally-oriented education of a post-high school level and the third phase introduced the goal of community service. Ideally the public 2-year college should offer diverse curricular programs (transfer, occupational-associate degree and occupational-certificate), have guidance and counseling readily available, and provide special services for remedial and continuing education students. A representative sample of public 2-year colleges was studied with respect to admission policies, counseling services and curricular programs. The results of a survey examining the extent to which public 2-year colleges are conforming to this ideal model indicated that almost all 2-year colleges fulfill the guidance and counseling standard, but little over half of the colleges have the curricular offerings and admission policies expected of public 2-year colleges. Much more effort must go into encouraging and assisting these schools in widening their doors to new students and developing remedial education. (MN)

417.

ED 094 828 JC 740 284

Martinko, Agnes

An Analysis of Pennsylvania Community College Student Transfers.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date May 74

Note—105p.

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—*College Choice, *College Students, *Community Colleges, *Enrollment Trends, Higher Education, Post Secondary Education, State Surveys, State Universities, Statistical Data, Tables (Data), Technical Reports, *Transfer Students

Identifiers—*Pennsylvania

This is the third study conducted to analyze the transfer pattern of community college students in Pennsylvania. Information sources were student followup data from the community colleges and enrollment data of all higher education institutions. The followup data showed that the trend from 1970 through 1973 had been a rather consistent distribution of transfers among the various segments. In 1973, the percentages of transfers to the segments were: out-of-state, 12; state-owned, 25; state related, 37; state-aided, 6; private, 20. The most significant change was a doubling of the number of students transferring to the state-aided segment over the 4-year span. Of the 3,112 students transferring to state-owned or state-related schools, 1,242 transferred to state-owned institutions, and 1,870 transferred to state-related universities. State-related universities not only absorbed the largest number of community college transfers but also accepted a larger percentage as juniors. The study data are provided in 43 tables. (DB)

418.

ED 107 342 JC 750 383

Task Force Report on Two-Year Postsecondary Education in Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Nov 74

Note—72p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors—College Cooperation, *College Planning, Consortia, Contracts, Educational Finance, Educational Objectives, *Educational Opportunities, Interinstitutional Cooperation, *Junior Colleges, *Post Secondary Education, *Statewide Planning, Student Enrollment

Identifiers—*Pennsylvania

The Pennsylvania Task Force on Two-Year Postsecondary Education, whose members represented the public at large and all segments of postsecondary education, was commissioned to recommend a rationale for the orderly development of two-year programs to meet the needs of Commonwealth residents; to identify the most effective means of providing two-year postsecondary education for all residents of the Commonwealth, to recommend a method of financing two-year educational programs; and to suggest measures for the eradication and avoidance of unnecessary and costly program duplications. The introductory chapters of the report define two-year postsecondary education, analyze existing institutions according to enrollments, locations, and services provided, and present the rationale and goals for two-year postsecondary education. The chapter on effective means of providing low-cost, easily accessible two-year postsecondary education discusses interinstitutional cooperation and consortia, the extension of program offerings at existing institutions, and state-level contracting with in-state private institutions and with institutions outside the state. Subsequent chapters discuss financial aid to students and to institutions, and methods of avoiding program duplication. The final chapters include recommendations and additional comments by Task Force members. (Author/DC)

419.

ED 114 156 JC 750 589

Martinko, Agnes

An Analysis of Student Transfers from Pennsylvania Community Colleges.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date Aug 75

Note—50p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Age, College Majors, *Colleges, Community Colleges, *Enrollment, Followup Studies, *Graduate Surveys, *Junior Colleges, State Surveys, Student Characteristics, Tables (Data), Transfer Policy, *Transfer Students

Identifiers—*Pennsylvania

This document analyzes data on student transfers from Pennsylvania community colleges. The major sources of data are community college follow-up reports on graduates (3,132 transfers reported); the statistical reports of enrollments by receiving institutions (4,001 transfers reported); and the results of a Pennsylvania Association of Counselors for Transfer (PACT) follow-up survey of community college graduate transfers. The PACT survey analyzes data received from the 1,184 respondents by age, program, and receiving institution. Seven hundred forty were under 23; 271 were between the ages of 23 and 30; and 113 were over 30. The program areas most frequently chosen were education (282), business and management (259), and social services (154). Data from the PACT survey also reveals that 346, or 29 percent of the respondents, had some difficulty in the transfer process. In addition, the 369 transfers to Penn State Capitol Campus in 1974 are analyzed to determine how many students have a lapse of time between community college graduation and enrollment at a four-year institution. Data are organized into tabular form throughout, and 12 comprehensive charts are appended. (NHM)

420.

ED 130 566 HE 008 321

Pennsylvania Higher Education Enrollment Planning Projections. Phase II Report.

Pennsylvania State Dept. of Education, Har-

risburg. Bureau of Planning and Evaluation.
Pub Date 75
Note—44p.; Best available copy
Available from—Office of Higher Education, Council of Higher Education, State Board of Education, Harrisburg, Pa. 17126
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Education, *Birth Rate, Community Colleges, Enrollment Influences, *Enrollment Projections, Enrollment Trends, *Females, *Higher Education, Private Colleges, Professional Education, Proprietary Schools, *Racial Distribution, State Colleges, State Universities, Tuition, Universities
Identifiers—*Pennsylvania

The Pennsylvania Department of Education has developed enrollment projections to 1995 based on the number of births occurring 20 years earlier. The statewide totals are then used as a starting point for projections for each segment of the higher education community: state owned institutions, community colleges, state related institutions, independent institutions, and proprietary institutions. The trends identified and the goals projected were (1) bringing racial and ethnic minority enrollments to parity with majority enrollments, and (2) increasing the female enrollments to the level of male enrollments. Another significant trend is considered in the increase in graduate and first professional enrollments. The trend projections also consider the impact of lowered tuition and fees on the base projection. The available data on adult continuing education is also projected. (JMF)

421.

ED 129 368 JC 760 530
Martinko, Agnes
An Analysis of Student Transfers from Pennsylvania Community Colleges.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date Aug 76
Note—31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Articulation (Program), Community Colleges, *Higher Education, *Junior Colleges, Private Colleges, State Surveys, State Universities, Statistical Data, *Student Mobility, Transfer Programs, *Transfer Students
Identifiers—*Pennsylvania, Reverse Transfer Students

This document reports the results of an annual study of Pennsylvania community college transfer students and compares the results to those of previous studies. Data for the present study were obtained from those four-year institutions which received transfer students during the summer and fall of 1975. Results indicated that transfers totalled 4,278, up from 4,001 the previous year. State-related institutions received the most transfers, although 13% less than the previous year. A 23% increase was noted in state-owned institutions, while the private sector had an increase of 38%. Overall, in the five years the community college transfer data has been analyzed, the number of transfers has almost doubled. Yet, the impact of the expanding network of community colleges accounts for only one-fourth of the total interinstitutional student migration in Pennsylvania higher education. Recommendations made as a result of the study were: (1) a reporting system between transmitting and receiving institutions should be arranged in order that community colleges can follow their graduates to identify and resolve articulation difficulties; (2) information on reasons for student choice of institutions should be obtained for planning purposes; and (3) a future study should focus on articulation difficulties associated with the type of degree awarded. Tables of data are appended. (JDS)

South Carolina

422.

ED 040 648 HE 001 518
South Carolina Commission on Higher Education. Annual Report.
South Carolina Commission on Higher Education, Columbia.
Pub Date Jan 70
Note—62p.
EDRS Price MF-$0.50 HC-$3.20
Descriptors—Coordination, Educational Needs, *Educational Planning, Enrollment, *Financial Support, *Higher Education, Interinstitutional Cooperation, Junior Colleges, *Planning, *State Programs
Identifiers—*South Carolina

This report contains recommendations for specific actions necessary to improve the system of higher education in South Carolina. It recommends (1) allowing the College of Charleston to become a state supported college; (2) organizing a separate system of junior colleges; (3) encouraging cooperation between the University branches and Technical Education Centers; (4) establishing a program of state grants for needy students, and a committee on student aid; (5) allowing Winthrop College to grant degrees to males; (6) designating the Commission on Higher Education as the State Commission on Higher Education Facilities; (7) removing the restriction against "indirect" aid to private institutions; and (8) appointing a joint legislative study committee to study the financial plight of private institutions. The report reviews the progress being made on other projects under its leadership which include: coordination of admissions, testing, and long range planning efforts; establishment of new programs and colleges; a review of medical education; establishment of a uniform reporting, planning and budgeting system; and plans for the development of a consortium. Appendices include enrollment patterns and projections, financial statements of the College of Charleston, a study of student financial needs, and listings of student aid programs. (AF)

423.

ED 059 710 JC 720 063
Two-Year Post-Secondary Education in South Carolina.
South Carolina Commission on Higher Education, Columbia.; South Carolina State Committee for Technical Education, Columbia.
Pub Date Dec 71
Note—93p.; Joint Report of the S.C. Commission on Higher Education and the State Committee for Technical Education
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Board of Education Role, *Educational Planning, Governing Boards, Interinstitutional Cooperation, *Junior Colleges, *State Boards of Education, *Statewide Planning
Identifiers—*South Carolina

This report was prepared in response to a 1971 South Carolina General Assembly directive that the Commission on Higher Education in conjunction with the State Committee for Technical Education submit a plan for implementing a community college system within the state. The report consists of a definition of a community college, an overview of existing public 2-year institutions in the state and a series of recommendations. In order to bring the separately administered technical education centers and lower-division university branches of the state under unified statewide control and planning, the prime recommendation of the committee is to establish a new state board to govern all 2-year institutions. The board would be responsible for: (1) developing a planned system by dividing the state into districts according to population data; (2) establishing a policy for the creation of local boards of trustees in each district; (3) determining minimum standards for instructional programs and graduation requirements; (4) overseeing the hiring practices and capital expenditures of the local boards as well as determining the maximum fee and tuition levels that they may charge; (5) authorizing the awarding of certificates, diplomas, and associate degrees; and (6) participating in various federal aid programs for public 2-year institutions. Alternative recommendations that could have more immediate implementation are also presented along with a summary of past recommendations, demographic and enrollment data, descriptions of existing physical facilities, and a summary of the present financial structure. (NF)

424.

ED 068 018 HE 003 459
Krech, Alan S. And Others
Report of the Committee on Transfer of Credit from Technical Education Centers.
South Carolina State Committee for Technical Education, Columbia.
Pub Date [72]
Note—3p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Associate Degrees, *Credit Courses, Credits, Free Choice Transfer Programs, *Higher Education, *Technical Institutes, *Transfer Policy, Transfers

The Committee on Transfer of Credit from Technical Education Centers recommends that 4-year colleges and universities in South Carolina accept all associate degree credits from accredited technical education centers. It is further recommended that degree credit be given for those courses that are comparable to courses offered on the 4-year campus, and that elective credit be awarded where no equivalent courses can be found. (HS)

425.

ED 116 754 JC 760 073
Edwards, C. A., Ed. Kiser, J. A., Ed.
South Carolina TEC Student Code.
South Carolina State Board for Technical and Comprehensive Education, Columbia.
Pub Date 13 Mar 74
Note—18p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Civil Liberties, Discipline Policy, Due Process, Junior Colleges, *School Policy, *State Standards, *Student Behavior, Student College Relationship, Student Government, Student Records, *Student Rights, *Technical Institutes
Identifiers—*South Carolina

This student code has statewide application to South Carolina Technical Colleges and Technical Education Centers (TEC). Provisions are divided into eight articles: (1) General Provisions, including the purpose of a student code, the precept of internal solution of problems, and definitions; (2) Student Rights, including Bill of Rights protections; (3) Student Rights in the Classroom, including procedures for the conduct of classes, academic evaluation, nondisclosure of student views, appeals, and academic discipline; (4) Student Government; (5) Student Gatherings; (6) Student Records; (7) Proscribed conduct; (8) Rules of Student Disciplinary Procedure and Sanctions, including descriptions of the student-faculty behavior committee, and the special hearing committee, and procedures of sanctions, complaints, suspensions, and appeals. (NHM)

426.

ED 131 870 JC 760 619
Sharples, D. Kent And Others
Individually-Paced Learning in Civil Engineering Technology: An Approach to Mastery.
South Carolina State Board for Technical and Comprehensive Education, Columbia.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 30 Oct 76
Grant—HES74-14568
Note—111p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Audiovisual Aids, Civil Engineering, Curriculum Development, *Curriculum Evaluation, Educational Research, *Engineering Technology, Individualized Instruction, *Junior Colleges, *Learning Modules, *Mastery Learning, *Performance Based Education, Teaching Methods, Technical Institutes
Identifiers—South Carolina Technical Education System

An individually-paced, open-entry/open-ended mastery learning approach for a state-wide civil engineering technology curriculum was developed, field-tested, and evaluated. Learning modules relying heavily on audiovisuals and hands-on experience, and based on 163 identified competencies, were developed for 11 courses in the curriculum. Written modules forming a linear progression through a series of related objectives were prepared by instructors from the South Carolina Technical Education System; alternate media forms were developed to supplement the written modules. Evaluation of the curriculum was accomplished through a pretest/posttest design comparing the individually-paced method and a lecture-based method. Subjects of the study were 250 male engineering technology students; 220 in South Carolina technical colleges and 30 in a North Carolina community college. Evaluation results indicated that the individually-paced students did relatively well in terms of cognitive achievement and outperformed the lecture-based

students in terms of student exit behaviors. Students did not tend to procrastinate more in individually-paced courses than in lecture-based courses. Some disadvantages were noted; particularly the instructor/student ratio. Course-related and evaluation materials are appended. (Author/JDS)

427.

ED 132 947 HE 008 520
Annual Report of the South Carolina Commission on Higher Education. January, 1977.
South Carolina Commission on Higher Education, Columbia.
Pub Date Jan 77
Note—101p.; Not available in hard copy due to small type in original document
Available from—South Carolina Commission on Higher Education, Rutledge Building, 1429 Senate Street, Columbia, South Carolina 29201
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Annual Reports, Committees, Community Colleges, Computer Science, *Educational Finance, Educational Planning, Federal Aid, *Governance, Graduate Study, Health Occupations Education, *Higher Education, Management Information Systems, Medical Education, Post Secondary Education, *State Aid, State Colleges, *State Programs, State Universities, Student Financial Aid
Identifiers—1202 Commissions, *South Carolina

This 1977 annual report describes the status of the following in the state of South Carolina: changes in commission membership; federally funded programs; the South Carolina Postsecondary Education Planning Commission (the 1202 Commission); program approvals; review of graduate programs; medical and health education; two-year postsecondary education; student financial assistance programs; Higher Education Management information system; the computer advisory committee; and state appropriations for colleges and universities. A summary of fiscal year 1975-76 expenditures of the Commission on Higher Education and a list of commission publications are also presented. (LBH)

South Dakota

428.

ED 078 803 HE 004 437
Gibb, Richard D.
A Master Plan for Public Higher Education in South Dakota.
South Dakota State Regents of Education, Pierre.
Pub Date Dec 70
Note—148p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Adult Education, Educational Finance, *Educational Planning, Educational Programs, *Governance, *Higher Education, Junior Colleges, *Master Plans, *Statewide Planning, Teacher Salaries, Technical Education, Trustees
Identifiers—*South Dakota

This master plan for higher education in South Dakota addressed itself to several key areas: admissions, retentions and transfers, enrollment projections and building needs, governing structure, academic programs and role of each institution, financial aides, faculty salaries and benefits, and adult and technical education. Some major recommendations were: (1) Two of the state colleges should be closed, or if not closed, converted to junior colleges. Neither of the two institutions was closed but one was made a junior college and technical college branch of the University of South Dakota. (2) The Board approved a recommendation that there be a common course numbering system for all seven campuses and that college credit received by a student from one campus would be fully acceptable as comparable credit on any other state college or university campus within the state. (3) Arrangements also were made for a student who was enrolled on one campus to take courses on another without actually transferring. (4) The plan called for the creation of the Division of Continuing Education. (5) The number of courses with 10 or fewer students must be reduced. (6) All graduate programs must be rejustified to the Board. (Author/MJM)

Tennessee

429.

ED 038 939 HE 001 507
Tennessee's Choice and Challenge; A Stronger Future through Its Public Institutions of Higher Education; Needs of the State's Colleges and Universities for the 1969-71 Biennium.
Tennessee Higher Education Commission, Nashville.
Pub Date Nov 68
Note—8p.
EDRS Price MF-$0.25 HC-$0.50
Descriptors—Community Colleges, Educational Policy, Enrollment Projections, *Financial Support, *Higher Education, Planning, *State Aid, State Colleges, *State Programs
Identifiers—*Tennessee

In this brief report on higher education in the state, the Tennessee Higher Education Commission recommends that: (1) the state continue to increase college opportunities and provide higher education for the same percentage of youth as the national average by 1975; (2) public institutions be prepared to cope with vast increases in enrollment; (3) graduate and professional education be expanded; (4) the state continue to expand its system of community colleges; (5) state support for higher education be increased to at least the average level of support in the Southeastern states; and (6) out of state enrollment by limited to 15% of total enrollment and out of state tuition increased. The Commission also makes recommendations for capital outlay funds in 1969-71 for each of the state's public institutions. (AF)

430.

ED 038 937 HE 001 505
Plans for Progress
Tennessee Higher Education Commission, Nashville.
Pub Date 17 Feb 69
Note—28p.
Available from—Tennessee Higher Education Commission, 507 State Office Building, Nashville, Tennessee 37219
EDRS Price MF-$0.25 HC-$1.50
Descriptors—College Programs, Community Colleges, Degrees (Titles), *Educational Planning, *Governance, *Higher Education, Junior Colleges, *Planning, *State Colleges, State Programs
Identifiers—*Tennessee

This report is the first section of a "Long Range Plan for Higher Education in Tennessee" by the Tennessee Higher Education Commission. It deals with thee general level and type of program offerings at each of the public institutions and makes recommendations to the Governor and General Assembly on governance of the state's public colleges and universities. Recommended goals for higher education include: (1) opportunity for all who have the ability and interest, (2) a system of public institutions, (3) state programs for advanced graduate and professional study, (4) financial support for state programs, and (5) full accreditation for all programs. Specific recommendations include the development of (1) a community college system by 1975, (2) doctoral programs for Memphis State University, (3) undergraduate and other programs, (4) a study of the need for additional doctoral programs, and (5) establishment of one board to govern the state community colleges, and another to govern the six state universities. (AF)

431.

ED 038 938 HE 001 506
Toward a Stronger System of Higher Education. Biennial Report of the Tennessee Higher Education Commission.
Tennessee Higher Education Commission, Nashville.
Pub Date [70]
Note—36p.
EDRS Price MF-$0.25 HC-$1.90
Descriptors—Community Colleges, Disadvantaged Youth, *Educational Planning, Enrollment Projections, Financial Support, Governing Boards, *Higher Education, Interinstitutional Cooperation, *Planning, *State Aid, *State Programs
Identifiers—*Tennessee

This report by the Tennessee Higher Education Commission to the Governor and the General Assembly identifies the major issues facing the state, and makes recommendations. Tennessee must expand educational opportunity for its young people and provide more programs and assistance for disadvantaged and low income youth. The community college program has substantially aided this effort and should be expanded. Graduate programs are the fastest growing part of the state's higher education system and limited doctoral programs are being planned for several universities. Duplication of programs should be avoided through interinstitutional cooperation, and new programs must be developed as needs arise. The report also discusses (1) the need for a more efficient system of higher education, and the Commission's effort in that behalf; (2) the need for reorganization of the higher education governing bodies; (3) financing the growth of higher education; and (4) capital outlay. Tables on enrollment, degrees, courses and finances are included. (AF)

432.

ED 116 716 JC 760 034
A Study of the State University and Community College System of Tennessee, 1972-80. [Draft.]
Tennessee State Board of Regents, Nashville.
Pub Date 17 Jun 75
Note—80p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Education, Educational Finance, *Educational Planning, Educational Research, Enrollment Projections, Enrollment Trends, *Junior Colleges, Physical Facilities, Post Secondary Education, *State Surveys, *State Universities, *Statewide Planning, Student Characteristics, Teacher Characteristics, Teacher Responsibility
Identifiers—*Tennessee

This is the first statewide study of the development of education beyond the high school within the State University and Community College System of Tennessee, established in July 1972. It reflects the operation of the System from 1972-1975 and projections for a 5-year period through 1980. The materials used to develop this report were drawn from separate self-studies furnished for this purpose by the six universities and 10 community colleges of the System. The study addresses the current state of affairs in both the traditional and nontraditional collegiate forms of higher education and offers guidelines for revising and strengthening higher education in the System. Information considered includes the following: enrollment trends, student characteristics (age, full-time or part-time status), faculty resources, faculty characteristics (rank, training, tenure), faculty responsibilities, educational opportunities provided by the System, current research activities, public service and continuing education programs, physical facilities, and financial needs assessed according to three variables--number of students, an inflation factor, and program development. (DC)

433.

ED 121 224 HE 007 745
The State University and Community College System of Tennessee. Annual Report, 1974-75.
Tennessee State Board of Regents, Nashville.
Pub Date 5 Nov 75
Note—56p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage
Descriptors—Accreditation (Institutions), Adult Education, *Annual Reports, *Community Colleges, Educational Finance, Enrollment, Facilities, Faculty, *Higher Education, *State Boards of Education, *State Universities, Statewide Planning, Students
Identifiers—*Tennessee

This annual report of the State University and Community College System of Tennessee covers the period for July 1, 1974 to June 30, 1975. As the third such report, it chronicles the highlights of the State Board of Regents and institutional activities especially in the areas of instruction, public service, continuing education, student life, physical facilities, and fiscal management. Appendices cover: (1) accreditation; (2) enrollment; (3) graduates; (4) faculties; (5) libraries; (6) changes in academic units; (7) joint and coopera-

tive programs; (8) physical facilities; and (9) finance. (Author/KE)

Texas

434.

ED 027 017 JC 690 059

The Development of Community Junior Colleges in Texas and the Core Curricula for Public Junior Colleges in Texas.

Texas Coll. and Univ. System, Austin. Coordinating Board.
Report No—Policy-Pap-2
Pub Date Mar 68
Note—9p.
EDRS Price MF-$0.25 HC-$0.55
Descriptors—*Core Curriculum, *Junior Colleges, *State Programs, Transfer Policy, *Transfer Programs
Identifiers—*Texas

The Texas concept of higher education is 3-part, each part with a legal relation to the others, each with a specific role, and all interlocking under central coordination. The divisions are community junior colleges, senior colleges with first-level graduate offerings, and universities offering doctorate-level work and graduate education for the professions. This policy statement covers the purpose of the junior college (to give general, technical/occupational, and continuing education programs), the criteria for establishing new colleges (size of enrollment, commuting distance, etc.), and determination of college financing methods. This same paper also describes the core curricula for the state's public junior colleges. Most important, the curricula must seek as much common content as possible so that the courses are "freely transferable" among all institutions. This should not interfere with a university's privilege of innovation and experiment or with a junior college's decision to offer additional courses. General provisions for credits and transfer are listed and charts show the relationship of courses in the major core curricula (Arts and Sciences, Business Administration, and Engineering). (HH)

435.

ED 027 014 JC 690 056

Criteria to be Met and Procedures to be Followed in the Creation of Public Junior Colleges in Texas.

Texas Coll. and Univ. System, Austin. Coordinating Board
Report No—Policy-Pap-3
Pub Date 8 Apr 68
Note—13p.
EDRS Price MF-$0.25 HC-$0.75
Descriptors—*Campus Planning, *College Curriculum, Criteria, *Governing Boards, *Junior Colleges, *State Legislation
Identifiers—*Texas

The criteria (tax base, location, enrollment, curriculum, etc.) for the creation of the four types of new junior college districts as provided by Texas Public School Law and the Coordinating Board, Texas College and University System are summarized. The appropriate procedures are as follows: (1) creation of a local steering committee; (2) contact with the Coordinating Board; (3) conduct of a local survey; (4) circulation of a petition; (5) certification of the petition; (6) presentation of the petition to the Coordinating Board; and (7) action by the Board. These criteria and procedures apply to junior college districts coextensive with independent school districts, union districts, single county, and joint county districts. Appended is a sample form for a local survey report. (MC)

436.

ED 034 028 VT 009 541

Wright, Jerauld B.

An Investigation Into Public Post-Secondary Electronic Technology Programs In Texas With Implications For Planning.

Texas A and M Univ., College Station.; Texas Education Agency, Austin.
Pub Date Aug 69
Note—329p.
EDRS Price MF-$1.25 HC-$16.55
Descriptors—Bibliographies, Broadcast Industry, *Curriculum Planning, *Electronics Industry, *Electronic Technicians, Interviews, *Junior Colleges, Post Secondary Education, Questionnaires, Research and Development Centers, *Technical Education, Telepho[illegible]unications Industry
Identifiers—Texas

To develop information which the Texas Education Agency could use in planning the development of electronic technology programs in Texas junior colleges, this study was designed to provide: (1) an assessment of current programs, (2) information about the employment of electronic technicians in Texas, and (3) other types of information for use in planning facilities and equipment. Questionnaires were used to survey the 78 commercial research or testing laboratories, 21 telephone companies, 59 commercial broadcasting stations, and 15 manufacturers of electronic equipment who did not maintain testing laboratories, while questionnaires and personal interviews were used to gather data from the 19 junior colleges who participated. A chi-square test of significance of independence of two variables was applied to each of the instructional units listed in the questionnaire. Conclusions were: (1) School and industrial representatives were not in total agreement as to the teaching emphasis, (2) They closely agreed on the future importance of the units and types of equipment a technician should be able to operate well, and (3) Junior colleges have not been a principal supplier of electronic technicians. Recommendations are included. (GR)

437.

ED 048 858 JC 710 096

Reaching for the Ideal: Recommendations for Texas Community Junior Colleges and Recommendations for State Action.

Texas Coll. and Univ. System, Austin. Coordinating Board.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date [71]
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Admission (School), Community Involvement, *Compensatory Education, *Curriculum Development, *Disadvantaged Youth, Educational Finance, Educationally Disadvantaged, *Junior Colleges, Remedial Programs, Student Personnel Services
Identifiers—*Texas

This report is comprised of recommendations made to the Texas Legislature, Texas Community Junior Colleges, and Coordinating Board concerning Compensatory education in general and specifically, the economically, ethnically, and educationally disadvantaged students. Recommendations to the colleges and the means for carrying them out are given for: new methods of recruiting disadvantaged students; disadvantaged community involvement; innovative and relevant instructional techniques and curriculum offerings, improved and enlightened staff attitudes; and supportive student services. Recommendations for state action are concerned with finances and the establishment of a permanent advisory council to the Commissioner of Higher Education on compensatory education. (CA)

438.

ED 066 130 HE 003 297

Upper-Level Institutions: A Report to the Texas Legislature.

Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date Apr 72
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bachelors Degrees, *Degrees (Titles), *Higher Education, *Junior Colleges, Undergraduate Study, *Upper Division Colleges

One of the major demands arising out of the movement of the junior college is that of increased space for junior college graduates in baccalaureate awarding institutions. In the state of Texas the 4-year higher education institutions do not have the facilities to accommodate this increasing number of students. Thus, the state is faced with 2 alternatives: (1) increasing the number of 4-year colleges and universities; and (2) creating upper-level institutions that provide programs for the last 2 years toward a baccalaureate. After investigating the role and performance, advantages and disadvantages of upper-level institutions it is evident that the establishment of upper-level institutions promises to be the most economical way to meet the need to furnish additional baccalaureate degree opportunities to Texas students. (HS)

439.

ED 071 655 JC 730 025

The Open Door, or the Revolving Door: Which Way, Texas?

Texas State Legislature, Austin. Senate Interim Committee on Public Junior Colleges.
Pub Date 9 Jan 73
Note—64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Role, *Community Colleges, *Compensatory Education, Curriculum Evaluation, *Disadvantaged Youth, Educational Finance, Educational Research, *Junior Colleges, Post Secondary Education, Questionnaires, *Remedial Programs, State Aid, Student Characteristics, Tables (Data), Technical Reports
Identifiers—*Texas

To ascertain whether the needs of disadvantaged students were being met by the public community colleges of Texas, a committee was established in March 1972 by resolution of the Texas Senate. This report of the committee study contains the following chapters: 1. The Open Door?--the problem and its dimensions; student population by racial-ethnic group, as compared with county population, and classified as disadvantaged; 2. The Needs of Disadvantaged Students--identified needs; financial aid survey; appraisal of extent to which colleges are meeting identified needs; faculty attitudes; and student questionnaire responses; 3. Special Programs and Services for Disadvantaged Students--varieties of approach; how to evaluate; studies of five Texas colleges; and graduation or transfer credit; 4. Present and Future Needs--funding remedial-compensatory courses; future trends; projected enrollments, 1968-1985; 5. Summary, Findings, and Committee Recommendations. The recommendations included the following: 1. Special courses and programs are vital to meet the needs of disadvantaged students; 2. Junior colleges should encourage enrollment of more disadvantaged students; 3. Recommendations of a 1968 Governor's committee should be implemented; 4. Remedial courses should receive full funding; 5. Academic courses should be funded by "contract hour"; 6. Programs, workshops, and institutes for training junior college teachers of the disadvantaged should be funded; 7. Rigorous evaluation studies of junior college programs are needed; 8. Junior College officials should seek their share of financial aid funds; 9. Credit for remedial courses should be given; 10. Remedial education should be encouraged. Tables provide data. (DB)

440.

ED 097 075 JC 740 398

Uniform Reporting System. A Manual of Instructions for the Preparation of Reports for the Post-Secondary Division of the Texas Education Agency and the Community College Division of the Coordinating Board.

Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date Apr 73
Note—49p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Community Colleges, Data Collection, *Enrollment Rate, Guides, *Junior Colleges, Post Secondary Education, *Reports, *Statistical Data
Identifiers—Texas

The purpose of this manual is to assist in the collection of data needed by state agencies in order to comply with pertinent statutes, particularly the current appropriations act. The four parts of the manual are: Introduction; Reporting Schedule (Semester Reporting Schedule, Quarterly Reporting Schedule, End of Fiscal Year, Summary Reports); Reports (CB-1: Preliminary Report of Headcount Enrollment; CB-1A: Headcount Enrollment Report; CB-1B: Headcount Enrollment Report by Level, Sex, and Place of Instruction; CB-001D: Enrollment Certification; CB-001E: Semester Credit Hour and Contact Hour Certification, Academic Courses; CB-001: Student Data Report; CB-003: Class Data Report for All Courses Not Funded Through the Texas Education Agency; CB-003A: Class Data Report for Vocational-Technical Courses of Semester Length; CB-003B: Class Data Report for Off-Campus and Out-of-District Courses; CB-007: Class Data Report for Vocational-Technical Courses of Other Than Semester Length; CB-008: Headcount Enrollment by Approved Occupational Program; CB-004: Summary Graduation Report); Reports of Residence (CB-006A: County-of-Origin Headcount Enrollment; CB-006B; Out-of-State Students; CB-006C: Foreign Students); and Numerical Codes (Community Junior College Codes; County Code Numbers; and State Code Numbers). (DB)

441.

ED 080 756 VT 021 164

Rorie, Charles D.

The Comparative Rating Scale Model: Occupational Program Evaluation in Higher Education.

Texas Univ., Austin. Dept. of Educational Administration.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Aug 73

Note—191p.; Also available as Ph.D. Dissertation, University of Texas at Austin

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Community Colleges, *Comparative Analysis, Educational Programs, Methodology, *Models, *Post Secondary Education, *Program Evaluation, *Rating Scales, Scoring, State Programs, Vocational Education

Identifiers—*Texas

A comparative evaluation methodology for vocational-technical education programs offered at public community colleges in Texas is described in this study. Evaluation concepts, design and methodology for comparative evaluation, trial of the comparative rating scale model, and feedback loop with recommendations for revision are presented. The comparative rating scale model was developed to provide a comparative rating of similar programs at different community coleges, giving each individual rating in the form of a single rating score. Steps in the development and use of this score are described in detail. As a result of the study it was recommended that the program evaluation section of the Texas State Plan for Vocational Education be thoroughly revised and more precisely delineated through development of a systematic methodology and review of data collection formats. (MF)

442.

ED 092 023 HE 005 583

1973 Annual Report. Coordinating Board Texas College and University System.

Texas Coll. and Univ. System, Austin. Coordinating Board

Pub Date Dec 73

Note—246p.

EDRS Price MF-$0.75 HC-$11.40 PLUS POSTAGE

Descriptors—Adult Education, Annual Reports, *Community Colleges, *Educational Administration, *Enrollment, *Higher Education, *Statewide Planning, Statistical Data

Identifiers—*Texas

Fiscal 1973 was a year of accelerating change for Texas colleges and universities. Highlights of the year's activities are noted in this document, including: (1) Student enrollments continued to climb, though at a less rapid pace than in the past decade. (2) Beginning operation during 1972-73 were two community colleges and five other new Texas institutions. (3) The 63rd legislature appropriated $1,426.9 million to support all agencies of higher education for the 1973-75 period. (4) Involvement of community colleges in procedures that encourage self-regulation of out-of-district course offerings established significant cooperation and program coordination among community colleges. (5) In recognition of the increased importance of adult and continuing education, the coordinating board authorized and funded a project to develop a statewide plan for the delivery and financing of educational services to Texas' adult citizens. A statistical supplement is included in Part 2. (Author/PG)

443.

ED 099 048 JC 740 489

Murphy, Norman L.

An Assessment of Remedial Education for Vocational-Technical Students in Selected Postsecondary Institutions in Texas.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Univ., Austin. Dept. of Educational Administration.

Pub Date 74

Note—161p.

EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE

Descriptors—Academic Achievement, Community Colleges, Data Analysis, Demography, Grade Point Average, Literature Reviews, Locus of Control, Persistence, *Post Secondary Education, *Predictor Variables, Program Descriptions, *Remedial Instruction, Research Methodology, Self Concept, *Technical Education, Technical Reports, *Vocational Education

Identifiers—*Texas

The purpose of this investigation was to identify those demographic and programmatic (independent) variables which were the best predictors of student success in a remedial program, as measured by four different criterion (dependent) variables: grade point average, persistence, increase in internality in locus of control, and increase in self-concept. The demographic variables examined were age, sex, yearly family income, curriculum aspiration, and ethnic background. The programmatic variables isolated were individualized instruction, integrated vocational learning experiences, program focus on self-concept development, and volunteer instructors. In order to capture the programmatic variance unaccounted for by these selected variables, the program itself was regarded as a variable. The four programmatic variables examined were so highly correlated that individually they showed no significance. Together, however, they contributed a significant amount of variance in student GPA and changes in locus of control. Moreover, the only significant predictor of persistence was the remedial program which contained the most (three) program variables. Unidentified variables were operating in addition to the four specified to create this effect. No variables were found to be predictive of self-concept. Clearly, existing education technology is sufficiently powerful to enable high-risk students to succeed in postsecondary remedial programs. (Author/DB)

444.

ED 100 275 HE 006 178

Texas Higher Education 1968-1980. A Report to the 64th Texas Legislature, January 1975.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date Jan 75

Note—189p.

Available from—Commissioner of Higher Education, P.O. Box 12788, Capitol Station, Austin, Texas 78711

EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE

Descriptors—Community Colleges, Coordination, Educational Facilities, Educational Finance, *Educational Opportunities, *Faculty, *Governance, *Higher Education, Junior Colleges, State Colleges, State Universities, Statewide Planning, Student Costs, *Student Enrollment, Student Loan Programs

Identifiers—*Texas

This document, a report to the 64th Texas Legislature on the state of Texas higher education, emphasizes structure, governance, student enrollments, availability of educational opportunity, faculty and staff, facilities, financing higher education, and student costs and student assistance. Recommendations suggest that: (1) No new public senior or upper-level college or university or professional school be authorized by the Legislature, nor should any existing upper-level institution or community junior college be authorized to expand into a 4-year institution. (2) Establishment of community colleges in those regions of the state where statutory and Board criteria for establishment of community colleges can be met. (3) No additional state-funded occupational centers be authorized. (4) Coordinating Board continue to develop procedures for statewide and regional planning and coordination. (5) The concept of the Academic Common Market of the Southern Regional Education Board be passed by legislation thus enabling Texas institutions to participate in the program. (MJM)

445.

ED 110 133 JC 750 440

Compensatory/Developmental Programs in Texas Public Community Colleges: Report of a Survey.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date [75]

Note—12p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors—Administrative Organization, Compensatory Education, Counselor Role, *Developmental Programs, *Educationally Disadvantaged, *Junior Colleges, *Remedial Programs, *State Surveys

Identifiers—*Texas

Forty-two of 47 public community colleges in Texas currently offer developmental/compensatory programs. Programmatic goals fall into two categories: (1) the improvement of cognitive skills to the extent that students can progress into credit courses; (2) affective development to improve student self-concept, provide motivation and a successful educational experience in order to reduce attrition rates. Students are generally counseled into the programs on the basis of low scores on entry exams, and often have a history of low scholastic achievement, are returning to school after a long absence, or are educationally or economically disadvantaged. Although the programs are remarkably diverse in extent, nature, and organizational structure, they are characterized by small classes, innovative instructional methodology, and a redefinition of the roles of instructor and counselor, assigning counseling as a part of the teaching process. The difference in organizational structure has resulted in a variety of accounting procedures; thus, little data are available regarding relative costs. Most of the responding colleges have instituted some evaluation or follow-up procedures for their programs. Appended are a summary fact sheet, enrollment and contact hour data for the programs, and formula rates for funding, fall 1974. (NHM)

446.

ED 130 708 JC 760 588

Project FOLLOW-UP Questionnaire Generator.

Tarrant County Junior Coll. District, Ft. Worth, Tex.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date 17 Apr 75

Note—100p.; For related documents, see ED 128 036-046

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Community Colleges, *Followup Studies, *Institutional Research, *Junior Colleges, *Models, *Questionnaires, Research Tools, Resource Materials, Surveys, Vocational Followup

Identifiers—*Project FOLLOW UP, Student Followup Management Information System, Texas, TEX SIS FOLLOW UP

This document presents a compilation of possible formats for questions which can be used in preparing follow-up questionnaires for community/junior college students. The compilation resulted from the review and selection of pertinent questions from approximately fifty follow-up questionnaires obtained from sources both within and outside of Texas. The listed questions and formats have been categorized according to "subject area of question." The eleven categories include: (1) objective and/or reason for attendance, (2) satisfaction of intent, (3) withdrawal and/or discontinuation information, (4) employment status and/or information, (5) transfer status and/or information, (6) present status (miscellaneous), (7) opinion of college services, (8) additional assistance needed, (9) future plans and/or interests, (10) employer questions, and (11) miscellaneous questions. (JDS)

447.

ED 118 164 JC 760 088

Cox, Jeannene

System Characteristic Opinion Study (SCOS-DELPHI). Project FOLLOW-UP.

Tarrant County Junior Coll. District, Ft. Worth, Tex.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Jun 75

Note—110p.. Some pages may reproduce poorly
EDRS Price MF-$0.83 HC-$6.01 Plus Postage
Descriptors—Administrator Attitudes, Definitions, *Followup Studies, *Junior Colleges, *Management Information Systems, *Research Criteria, Research Design, State Surveys, Teacher Attitudes
Identifiers—*Delphi Technique, Project FOLLOW UP, Texas

Using the Delphi technique, the staff of Project FOLLOW-UP surveyed community college educators in Texas to determine desirable characteristics and uniformity of terminology and definitions for a proposed statewide student follow-up management information system for Texas community colleges. Of 234 individuals invited to become Delphi panel members, 193 (82 percent) accepted and participated 100 percent in the three survey rounds. The panelists represented 47 of the 48 public community colleges in Texas, various state agencies, the Project FOLLOW-UP Committee, and the Advisory Council for Technical-Vocational Education in Texas. The open-ended round I questionnaire produced 61 statements which were presented as round II on a Delphi format requiring the panelists to respond to each statement on a 1-7 (agree-disagree) rating scale. The third round (formated in the same manner) consisted of 64 statements, and statistical data of round II responses. Panelists reconsidered their round II responses in the light of group opinion and gave narrative explanations for responses remaining outside the interquartile range. Data are organized according to 15 areas of professional employment identified among the panelists. Copies of the three survey instruments and tabulated responses are appended (NHM)

448.

ED 128 037 JC 760 474
TEX-SIS FOLLOW-UP: Student Follow-up Management Information System. Activities Manual.
Tarrant County Junior Coll. District, Ft. Worth, Tex.
Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.
Pub Date Aug 76
Note—89p.; For related documents, see JC 760 473-483; For a previous project study see ED 118 164. Copies of survey instruments intended as masters for reproduction may not be adequate in EDRS hard copy to serve this purpose
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Community Colleges, *Educational Assessment, *Followup Studies, Institutional Research, *Junior Colleges, *Management Information Systems, Manuals, Program Descriptions, Program Development, *Questionnaires, State Programs
Identifiers—*Project FOLLOW UP, Student Followup Management Information System, Texas, TEX SIS FOLLOW UP

Project FOLLOW-UP was conducted to develop, test, and validate a statewide management information system for follow-up of Texas public junior and community college students. This activities manual provides an overview of the resultant student information system (TEX-SIS) and its characteristics. Seven subsystems comprise SIS, each with its own data collection instruments and method of processing: (1) Student's Educational Intent, (2) Nonreturning Student Follow-up, (3) Withdrawal Follow-up, (4) Graduate Follow-up, (5) Employer Follow-up, (6) Adult and Continuing Education Follow-up, and (7) State Follow-up Reporting. The bulk of this manual is comprised of sections for each subsystem of SIS, describing in detail the scope and purpose of the subsystem, appropriate population, instrument development rationale, and a sample instrument. Copies of survey instruments intended as masters for reproduction are appended, but EDRS hard copy reproductions of the instruments may not successfully serve this purpose. This manual is intended for use in conjunction with the TEX-SIS FOLLOW-UP Procedures Manual (JC 760 475) and Data Processing Manual (JC 760 476). (JDS)

449.

ED 128 038 JC 760 475
TEX-SIS FOLLOW-UP: Student Follow-up Management Information System. Procedures Manual.
Tarrant County Junior Coll. District, Ft. Worth, Tex.
Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.
Pub Date Aug 76
Note—149p.; For related documents, see JC 760 473-483; For a previous project study see ED 118 164
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Community Colleges, *Data Collection, Educational Assessment, *Followup Studies, Institutional Research, *Junior Colleges, *Management Information Systems, Manuals, Questionnaires, *Research Methodology, State Programs
Identifiers—*Project FOLLOW UP, Student Followup Management Information System, Texas, TEX SIS FOLLOW UP

Project FOLLOW-UP was conducted to develop, test, and validate a statewide management information system for follow-up of Texas public junior and community college students. The results of this project was a student information system (TEX-SIS) consisting of seven subsystems: (1) Student's Educational Intent, (2) Nonreturning Student Follow-up, (3) Withdrawal Follow-up, (4) Graduate Follow-up, (5) Employer Follow-up, (6) Adult and Continuing Education Follow-up, and (7) State Follow-up Reporting. The bulk of this manual is comprised of sections for each subsystem of SIS, describing in detail the type of information collected by each SIS instrument, procedures for data collection, preparation and special coding of data, processing the data, report format and reporting, and survey evaluation. Sample survey evaluation and reporting forms are included. A final section makes suggestions concerning an appropriate schedule for implementation of the seven types of follow-up studies over a 10 year cycle. This manual is intended for use in conjunction with the TEX-SIS FOLLOW-UP Activities Manual (JC 760 474) and Data Processing Manual (JC 760 476). (JDS)

450.

ED 128 039 JC 760 476
TEX-SIS FOLLOW-UP: Student Follow-up Management Information System. Data Processing Manual.
Tarrant County Junior Coll. District, Ft. Worth, Tex.
Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.
Pub Date Aug 76
Note—247p.; For related documents, see JC 760 473-483; For a previous project study see ED 118 164
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—Community Colleges, *Computers, Data Analysis, Educational Assessment, *Electronic Data Processing, *Followup Studies, Institutional Research, *Junior Colleges, *Management Information Systems
Identifiers—*Project FOLLOW UP, Student Followup Management Information System, Texas, TEX SIS FOLLOW UP

Project FOLLOW-UP was conducted to develop, test, and validate a statewide management information system for follow-up of Texas public junior and community college students. The result of this project was a student information system (TEX-SIS) consisting of seven subsystems: (1) Student's Educational Intent, (2) Nonreturning Student Follow-up, (3) Withdrawal Follow-up, (4) Graduate Follow-up, (5) Employer Follow-up, (6) Adult and Continuing Education Follow-up, and (7) State Follow-up Reporting. This Data Processing Manual documents the rationale, organization and operation associated with the Student Follow-up Management Information System from a data processing perspective. The documentation, organized into five sub-manuals on specific areas of TEX-SIS data processing, is presented on two fundamental technical levels, one for the administrator having limited expertise in data processing, and another for technical practitioners having responsibility for actual data processing tasks. The five sub-manuals are: Data Processing–General Information, Computer-Generated Analysis Reports, Data Encoding/Translation, Computer Processor Flowcharts, and Computer Processor/Program Listings. Numerous samples of computer-generated analysis reports are included. This manual is intended for use in conjunction with the TEX-SIS FOLLOW-UP Activities Manual (JC 760 474) and Procedures Manual (JC 760 475).

451.

ED 128 040 JC 760 477
Carrier, Jerry E.
Exit Interviews: An Analysis of Orientation and Exit Interviews as an Answer to Follow-up Apathy. TEX-SIS FOLLOW-UP SC1.
Alvin Community Coll., Tex.
Spons Agency—Tarrant County Junior Coll. District, Ft. Worth, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No—SC1
Pub Date Aug 76
Note—58p.; For related documents, see JC 760 473-483
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Community Colleges, Data Collection, Dropouts, *Followup Studies, Graduate Surveys, Institutional Research, Interviews, *Junior Colleges, *Orientation, Questionnaires, *Student Reaction, Withdrawal
Identifiers—*Exit Interviews, *Project FOLLOW UP, Student Followup Management Information System, Texas, TEX SIS FOLLOW UP

This report presents the findings of a research study conducted by Alvin Community College (ACC) as a subcontractor for Project FOLLOW-UP, which analyzed orientation and exit interview effects and their relationship to follow-up research on selected withdrawing and graduating students at ACC. Subjects of the study were 595 ACC students, 257 males and 338 females. Follow-up questionnaires were formulated using standard developmental techniques. Graduating and withdrawing students were exit interviewed by staff personnel and some received an orientation to future follow-up questionnaires. In addition, a sample of the study subjects received the treatment by telephone rather than in person. It was found that graduating and withdrawing students who were exit interviewed and oriented to future follow-up questionnaires were much more likely to subsequently respond to follow-up questionnaires than students receiving exit interviews and no orientation. It was recommended that exit interviews with orientation to future follow-up contact are worthwhile institutional investments and that questionnaire-type follow-up programs should be conducted to provide current feedback from nonreturning students. Such information can enhance student retention. Questionnaires, related materials, and a bibliography are appended. (JDS)

452.

ED 128 041 JC 760 478
Patterson, Larry K.
Graduate Employer Follow Up. TEX-SIS FOLLOW-UP SC2.
Amarillo Coll., Tex.
Spons Agency—Tarrant County Junior Coll. District, Ft. Worth, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No—SC2
Pub Date Aug 76
Note—98p.; For related documents, see JC 760 473-483; Pages 74 through 86 of the original document may reproduce poorly due to small size of type
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Community Colleges, *Data Collection, *Employer Attitudes, Evaluation Methods, *Followup Studies, Graduate Surveys, Institutional Research, Interviews, *Junior Colleges, Questionnaires, *Research Methodology, Surveys
Identifiers—*Project FOLLOW UP, Student Followup Management Information System, Texas, TEX SIS FOLLOW UP

This report details the development and implementation of an employer follow-up system, by Amarillo College (AC) as a subcontractor for Project FOLLOW-UP, designed to determine employer assessment of the effectiveness of training received by AC graduates in their employ. The study was conducted in two sequences; in each, employer names and addresses were obtained through graduate follow-up surveys. In the first sequence, an interview instrument was designed and personal interviews were conducted with employers of 1974 graduates. In the second sequence, questionnaires were mailed to employers of 1975 graduates. The initial mailing, a reminder letter three weeks later, and a second questionnaire mailing the following week resulted in a 91% employer response rate. Findings and conclusions of the study indicate that employer follow-up can be a valuable tool for developing an accountability model and may provide necessary reporting documentation data. Employer follow-up studies should utilize mail-out questionnaires designed for computer analysis, rather than the costly and time-consuming personal interview technique. Appended are numerous computer-generated data analyses, the graduate and employer survey instruments used in the study, and related study materials. (JDS)

453.

ED 128 042 JC 760 479
Wilkinson, Larry And Others
Representative Sampling: Follow-up of Spring 1972 and Spring 1973 Students. TEX-SIS FOLLOW-UP SC3.
College of the Mainland, Texas City, Tex.
Spons Agency—Tarrant County Junior Coll. District, Ft. Worth, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No—SC3
Pub Date Aug 76
Note—139p.; For related documents, see JC 760 473-483
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Community Colleges, *Followup Studies, Institutional Research, *Junior Colleges, Questionnaires, Research Design, *Research Methodology, *Sampling, Statistical Analysis, *Statistical Bias, Surveys
Identifiers—*Non Response Bias, *Project FOLLOW UP, Student Followup Management Information System, TEX SIS FOLLOW UP

This report presents the findings of a research study, conducted by the College of the Mainland (COM) as a subcontractor for Project FOLLOW-UP, designed to test the accuracy of random sampling and to measure non-response bias in mail surveys. In 1975, a computer-generated random sample of 500 students was drawn from a population of 1,256 students who had attended COM in the spring of 1972. A 48% response to a follow-up survey of the sample was achieved. A random subsample of 70 non-respondents was drawn and interviews were conducted with 56 who could be located as a validity check. A similar survey of spring 1973 students conducted in 1976 resulted in a 42% response rate and a random subsample of 78 non-respondents was drawn for interviewing. The total samples and total populations showed no significant differences on variables of age, sex, and GPA in either year. However, significant differences between mail-respondents and the total sample were found in terms of age and GPA (grade point average) but not sex in the first year, and in terms of GPA in the second year. Consistent differences were also found between mail-respondents and total populations and between the mail-respondents and interview samples. Sampling methods are reviewed, and causes and implications of non-response bias are discussed. Alternative bias correction methods are suggested. Study materials, survey instruments, and resultant data are appended. (JDS)

454.

ED 128 043 JC 760 480
Fite, Ronald S.
Follow-up Methodology: A Comprehensive Study and Evaluation of Academic, Technical and Vocational Del Mar College Graduates from September 1, 1973, Through August 31, 1975, Including Ways, Means, Instruments, Relationships, and Methods of Follow-up. TEX-SIS FOLLOW-UP SC4.
Del Mar Coll., Corpus Christi, Tex.
Spons Agency—Tarrant County Junior Coll. District, Ft. Worth, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No—SC4
Pub Date Aug 76
Note—57p.; For related documents, see JC 760 473-483
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Advisory Committees, Community Colleges, *Followup Studies, *Graduate Surveys, Institutional Research, *Junior Colleges, Management Information Systems, *Models, Questionnaires, Recordkeeping, *Research Methodology
Identifiers—Exit Interviews, *Project FOLLOW UP, Student Followup Management Information System, TEX SIS FOLLOW UP

This report details the research activities conducted by Del Mar College, as a subcontractor of Project FOLLOW-UP, in the design, development, and implementation of a graduate follow-up system. The activities included questionnaire design, development of manual and computerized record-keeping systems, student-graduate identification, and establishment of contact procedures. An advisory committee was formed to guide the general organization and design of the system. Three types of questionnaires were tested: a 28-question booklet, a one-page 21-item fill-in-the-blank questionnaire, and a 13-item computer-generated form. Response rates were found to be similar for all. Two hundred eighty-eight 1975 graduates were exit interviewed by telephone (83) or personally (205) to test the impact of exit interviewing on the response rate to mailed questionnaires; although this seemed time-consuming and nonprofitable overall, as much as a 20% increase in response rate was noted for some groups. Problem areas in the study included questionnaire design, postage expense, identification of certain types of students, and maintenance of voluminous information. It is recommended that random sampling, computerized information management, and bulk mailing be used in the future to reduce cost. Questionnaires, response rate tables, and related materials are appended. (JDS)

455.

ED 128 044 JC 760 481
Baugh, Ronald C.
Follow-up Cost Study. TEX-SIS FOLLOW-UP SC5.
Navarro Coll., Corsicana, Tex.
Spons Agency—Tarrant County Junior Coll. District, Ft. Worth, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No—SC5
Pub Date Aug 76
Note—24p.; For related documents, see JC 760 473-483
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Community Colleges, Cost Effectiveness, *Costs, *Followup Studies, Institutional Research, *Junior Colleges, Management Information Systems, *Research Methodology, Unit Costs
Identifiers—*Project FOLLOW UP, Student Followup Management Information System, Texas, TEX SIS FOLLOW UP

This report presents data on the costs of follow-up studies, based on 29 separate follow-up studies conducted by eight public community/junior colleges in Texas. The purpose of this study, conducted by Navarro College as a subcontractor of Project FOLLOW-UP, was to provide data and information regarding the cost of follow-up studies that would be of use to other institutions and planning agencies. Three types of studies were examined: in-house surveys, mail out surveys, and personal interview surveys. Several variables were considered, including: administrative salaries and benefits, printing costs, computer expense, supply expense, travel expense, and telephone expense. Costs associated with each type of study per attempted contact and per response by the method of processing used are included in an appendix. Among the recommendations in this report is a formula for funding of follow-up studies. The data presented here are not absolute, final data by which follow-up study cost effectiveness can be measured. It is hoped that this information will nevertheless be useful to institutions wishing to examine study costs. (JDS)

456.

ED 128 045 JC 760 482
Lewis, Rayford T.
Graduate Follow-up. TEX-SIS FOLLOW-UP SC6.
San Antonio Coll., Tex.
Spons Agency—Tarrant County Junior Coll. District, Ft. Worth, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No—SC6
Pub Date Aug 76
Note—148p.; For related documents, see JC 760 473-483; Some tables may reproduce poorly due to type size
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Community Colleges, *Followup Studies, *Graduate Surveys, Information Dissemination, Institutional Research, *Junior Colleges, Management Information Systems, *Models, Questionnaires, *Research Methodology, Scheduling
Identifiers—*Project FOLLOW UP, Statistical Package for the Social Sciences, Student Followup Management Information System, TEX SIS FOLLOW UP

This report details the research activities conducted by San Antonio College (SAC) as a subcontractor of Project FOLLOW-UP, in the design, development, and implementation of a graduate follow-up system. Numerous information gathering techniques, including personal interviews and follow-up questionnaires, were attempted. Four different groups of graduates were studied to generate follow-up information as well as to provide data regarding the efficacy of various data collection techniques. SAC found that a follow-up schedule that included an initial mailing of a cover letter and a questionnaire, followed by a reminder postcard, a second cover letter and questionnaire, and a final strongly worded cover letter and questionnaire, each at ten-day intervals, was an effective means of conducting a graduate follow-up study. Response rates for the four separate groups studied ranged from 57.9% to 82%. Local computer programs and the Statistical Package for the Social Sciences (SPSS) both were used in SAC's data analysis and this combination is recommended for use at other colleges. Recommendations for follow-up study design, study related data and materials, and the survey instrument are appended. (JDS)

457.

ED 128 046 JC 760 483
Hood, Duane
Educational Goals and Student Flow: Model for Institutional Student Flow and Follow-up. TEX-SIS FOLLOW-UP SC7.
Western Texas Coll., Snyder, Tex.
Spons Agency—Tarrant County Junior Coll. District, Ft. Worth, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No—SC7
Pub Date Aug 76
Note—72p.; For related documents, see JC 760 473-482
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Academic Aspiration, Community Colleges, Data Bases, *Educational Objectives, *Followup Studies, Institutional Research, *Junior Colleges, Junior College Students, *Persistence, *Research Methodology, Withdrawal
Identifiers—*Project FOLLOW UP, *Student Flow, Student Followup Management Information System, Texas, TEX SIS FOLLOW UP

This report details the development and implementation of a follow-up system, by Western Texas Community College (WTCC) as a subcontractor for Project FOLLOW-UP, relating student flow patterns to educational goals. Phase I of this project involved establishment of a data base which included elements designed to reveal an adequate picture of student flow as related to educational goals and outcomes. Data elements included were: semester and year, major, educational goal, method of goal achievement, on-campus or extension enrollment, ethnic origin, age at admission, residence code, sex, and mode of original admission. A Student Educational Intent Card, developed by Project FOLLOW-UP, was used to obtain information for the data base. Phase II activities included: follow-up of all graduates of WTCC since its inception; follow-up of all nonreturning students who attended WTCC during specified periods, follow-up of all employers of WTCC technical or vocational graduates; and research on student flow of all graduates based on mode of admission. Findings of the Phase II surveys are analyzed in terms of student flow and goal completion. Twelve student flow charts, instrumentation for the project, and sample forms utilized are appended. (JDS)

458.

ED 133 038 JC 770 080
Program Development.
Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date [76]
Note—95p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Agency Role, Codification, *College Curriculum, College Planning, College Programs, Community Colleges, Core Curriculum, Credit Courses, *Guidelines, *Junior Colleges, *Program Development, State Boards of Education, State Legislation, *State Standards, Statewide Planning, Telecourses
Identifiers—*Texas

This document consists of 12 chapters pertaining to the role, scope, and functions of the Coordinating Board of the Texas College and University System in regulating Texas public junior colleges, and presents the Board rules and regulations regarding junior college program development and operations. Chapters include: (1) statutory authority of the Board; (2) general provisions; (3) core curricula for public junior colleges; (4) rules governing approval of less-than-baccalaureate programs in senior institutions; (5) rules for approval of off-campus credit courses; (6) criteria to be met in the creation of public junior colleges; (7) procedures to be followed in the creation of public junior colleges; (8) procedures for the dissolution of dormant junior college districts; (9) basic standards for public junior colleges; (10) operational provisions for public junior colleges; (11) rules for approval of academic courses for state appropriations to public community colleges; (12) rules for open-circuit television courses offered for credit by public institutions of higher education. (JDS)

Utah

459.

ED 114 463 CE 005 105
Master Planning for Postsecondary Education in Utah. Vocational-Technical Education TAsk Force Report and Recommendations.
Utah State Board of Higher Education, Salt Lake City.
Pub Date Jun 75
Note—57p.; Some chart material may not reproduce due to smallness of type
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Charts, Curriculum, Educational Planning, Facilities, Faculty, Financial Support, Institutional Role, *Master Plans, *Post Secondary Education, *State Programs, Student Characteristics, *Technical Education, *Vocational Education
Identifiers—*Utah

Representing the first Utah postsecondary vocational master plan, the report focuses on: (1) program flexibility, (2) designing new delivery systems, (3) provision of adequate facilities, and (4) securing financial support to meet changing student, State, and industrial needs. Following an introductory section, Section 2 summarizes the status of Utah students in regard to abilities, student college choices, programing scope, State manpower needs, and postsecondary enrollment patterns. Section 3 reviews the general governance of vocational-technical education in regard to curriculum, programs, and role assignments throughout the State. Section 4 further clarifies curriculum and roles as related to State manpower demands, program costs, program viability, Office of Education code designations, and manpower findings. Section 5 is directed toward vocational-technical faculty in higher education and discusses institutional and faculty flexibility, upgrading of faculty competencies, and articulation. The concluding section reviews enrollment and financial trends, funding for new programs, skills centers, new facilities planned, and energy and other resource development. Recommendations are stated for each section with target dates for the implementation of individual recommendations. Appendixes include lists of less than baccalaureate degree vocational-technical programs and program groupings according to Office of Education code designations. (EA)

Vermont

460.

ED 083 958 JC 730 254
Hochschild, Steven F.
Guidelines for Vermont Regional Community College Commission. Regional Site Planning.
Vermont Regional Community Coll. Commission, Montpelier.
Pub Date 15 Mar 72
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, Committees, *Community Colleges, Educational Objectives, *Educational Planning, *Guides, *Regional Planning, Staff Orientation
Identifiers—Vermont

These guidelines for the Vermont Regional Community College Commission attempt to answer the following questions: (1) Who are the students to be attracted and served? (2) What kind of services are to be provided? (3) In what ways can these services best be developed? (4) What kind of resources and staff development are needed for the job? and (5) How will one know whether the established goals have been fulfilled? Planning steps for the college trimester included: (1) those steps related to the setting of objectives, and (2) those concerned with designing operations to achieve objectives. Regional site planning included the following areas of activity: setting priorities, setting specific objectives, the student support system, the teacher support system, management, and staff development. (CK)

461.

ED 072 772 JC 730 042
Annual Report: Vermont Regional Community College Commission, Inc. Year Ended June 30, 1972.
Vermont Regional Community Coll. Commission, Montpelier.
Pub Date Jun 72
Note—113p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Community Colleges, *Demonstration Programs, Educational Finance, Educational Objectives, Instructional Staff, Post Secondary Education, Program Descriptions, *Program Development, Program Evaluation, *Statewide Planning, Student Characteristics, Student Employment, Student Enrollment, Tables (Data)
Identifiers—*Vermont

The Vermont Regional Community College Commission was established to oversee the pre-planning phase of the OEO grant to establish a community college demonstration model. The VRCCC developed a demonstration model of the community college system through 3 regional sites responsible for developing community college operations in Vermont communities. The number of students has steadily increased from 100 during the first trimester to over 700 during the fourth. During the past year, demand has exceeded available courses by nearly two to one. The report includes: (1) history of the commission; (2) goals, accomplishments and highlights of FY1971; (3) VRCCC learning programs and systems; (4) student and teacher support; (5) planning, management and evaluation; (6) staff development; (7) preliminary costs study; and (8) commission plans and funding for FY1972-73. Appendices contain a summary of student statistical data, financial exhibits, cost study exhibits, and lists of VRCCC members, current VRCCC staff and qualifications, courses, teachers and teacher qualifications, locations of regional sites, and VRCCC documents and reports available on request. (KM)

462.

ED 082 743 JC 730 243
Learning Support System. Vermont Community College; Northeast Kingdom Site.
Vermont Community Colleges, Montpelier.
Pub Date Sep 72
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Colleges, *Educational Administration, Instructional Systems, Management Systems, *Models, Post Secondary Education, *Program Coordination, *Program Planning, Staff Role, Staff Utilization

A learning support system is described which consists of the following phases: (1) pre-decision--to gather information and make decisions about courses so that by the end of the phase a clear listing of courses is generated; this phase consists only of Staff and Maintenance functions; (2) pre-service--to make all arrangements necessary for the operation of courses so that by the end of the phase courses are set to begin; (3) in-service--to provide support and guidance to teachers and students such that courses will be successfully completed, teachers will improve their teaching, and students will articulate and meet their learning objectives; and (4) post-service--to gather information and make decisions such that students and teachers feel a sense of completion and planning can continue; all functions are carried out by staff as a whole. Roles and functions are described. (KM)

463.

ED 072 773 JC 730 043
Parker, Charles A.
Cost Benefit Analysis. Community College of Vermont.
Vermont State Dept. of Education, Montpelier.
Pub Date Dec 72
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, *Comparative Statistics, Educational Finance, Estimated Costs, Program Budgeting, *Program Costs, Program Evaluation, State Colleges, State Universities, Statistical Data, Student Costs, Unit Costs
Identifiers—*Vermont

A cost benefit analysis of the Community College of Vermont revealed that (1) the proportions of State support of the total budgets for Vermont's institutions of higher education are 22.7% at UVM, 37.2% at the VSC, and 12.7% for the Community College; (2) tuition is budgeted for FY73 to generate 27% of total cost at UVM, 29.6% at the VSC, and 29.6% at the Community College; (3) tuition cost to students is $120 per course unit at UVM, $90 at the VSC, and $45 at the Community College; (4) faculty costs are $450 per course at the Community College and range from $750 to $900 at the VSC; (5) proportion of the total budget going directly for instruction is 49.6% at the VSC and 65.8% at the Community College; (6) the start-up cost for another state college would be $14,000,000, while another Community College regional site would be $36,548; (7) the percentage of Vermont students going on to higher education is approximately 20% less than the national average; many of the added enrollment in other States are in community colleges; and (8) the Community College's FY74 budget request is .6% of the costs to the State of support for unemployed or low-income people; the community college provides help for these people. The figures for the Community College are projections for FY74. (Author/KM)

464.

ED 082 733 JC 730 233
Community Colleges of Vermont: Planning.
Vermont Community Colleges, Montpelier.
Pub Date [73]
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Planning, *Community Colleges, Educational Objectives, *Educational Planning, Interagency Cooperation, Post Secondary Education, Program Planning, Publicize, Regional Planning, *Statewide Planning
Identifiers—*Vermont

Three documents are presented that deal with planning for the community college system in Vermont. "Central Vermont Regional Site Planning" discusses the populations to be served, geographic location, program emphasis, and interagency linkages. Goals, operational responsibilities, action steps, evaluation, staff responsibilities, and a time frame are covered for each of the four topics. Program priorities are listed as introduction to learning, career choices, contracting for a degree, personal effectiveness, and personal growth. In "Planning, 1973-1974, Northeast Kingdom Site," the following are discussed: (1) size of student body, (2) geographic location and expansion, (3) interagency linkage, (4) target population, and (5) educational approach. Appendices concern techniques to reach the target population, activities with interagency contacts; and student, teacher and learning support systems. "Southeast Site, 1973-74 Goals" deals with: (1) limits on the size of CCV student body; (2) vacation; (3) geographic location and expansion; (4) interagency institutional linkages; (5) the population to be served; (6) overall educational approach; and (7) commitment to instructional objectives, credits, competency-based education/documentation. (KM)

465.

ED 082 734 JC 730 234
Contracting Handbook: Students' Step-By-Step Guide. Community College of Vermont.
Vermont Community Colleges, Montpelier.

Pub Date [73]
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Associate Degrees, Community Colleges, Degree Requirements, Educational Objectives, *Guides, *Junior College Students, *Performance Contracts, Performance Criteria, Post Secondary Education
Identifiers—*Vermont

This handbook is designed to help the student understand how to write and complete his/her contract. The ten steps discussed are: (1) find out what CCV offers, (2) decide on a program, (3) develop your learning plan, (4) meet with your local review committee, (5) carry out your learning plan, (6) periodically review your plan, (7) complete your contract, (8) meet with your review committee, (9) final CCV review, and (10) degree is granted. Definitions of CCV terms, the learning plan form, and the contract form are appended. A sample of a completed contract is also attached. (KM)

466.

ED 083 962 **JC 730 258**
Hochschild, Steven F. Johnston, James Gilbert
Postsecondary Education Access Study. Part I: Vermont High School Student Aspiration Study. Interim Report.
Vermont Commission on Higher Education, Rutland.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 28 Aug 73
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Aspiration, Correlation, Goal Orientation, *High School Students, *Post Secondary Education, *Student Attitudes, Tables (Data), Technical Reports
Identifiers—Vermont

A study was conducted to assess and account for high school student aspirations for post-secondary education. This study intends to shed some light as to why or why not a Vermont high school student will aspire to further education, the content of that aspiration, and factors which determine that aspiration. Major topics discussed include: (1) correlation between the aspiration rate and the continuation rate, (2) variables that account for aspiration rates, (3) high school student preference for specific post-secondary services, (4) analysis of educational aspiration, and (5) analysis of continuation rates. Results are given. (CK)

467.

ED 095 963 **JC 740 335**
Annual Report, Community College of Vermont. Year Ended June 30, 1973.
Vermont Community Colleges, Montpelier.
Pub Date 1 Sep 73
Note—39p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Annual Reports, *College Administration, *Community Colleges, Educational Finance, *Educational Objectives, Media Research, Post Secondary Education, *Program Planning, Staff Improvement
Identifiers—*Community College of Vermont

This annual report of the Director, Community College of Vermont, for Fiscal Year 1973, is comprised of 10 sections. These sections are as follows: 1. Report of the Director--Goals, Accomplishments, and Highlights of FY 1973; 2. The Learning Support System and Degree Programs; 3. Planning Services; 4. Planning Programming Budget System; 5. The Role of the Registrar; 6. Tuition and Financial Aid; 7. Educational Media Research; 8. Staff Development; 9. College Plans and Funding for FY 1974; and 10. Appendices: A. Vermont State Colleges Board of Trustees and Community College of Vermont Advisory Council; B. Community College of Vermont's Staff; C. Office Locations; and D. Financial Reports. (DB)

468.

ED 114 154 **JC 750 587**
Student Self-Assessment of Non-Sponsored Learning; A CAEL Special Project. Final Report.
Vermont Community Colleges, Montpelier.
Pub Date 27 Jun 75
Note—56p.; Appendix A, Student Materials, is not included in this version of the document
Available from—The Student Materials described in the text are available from Learning Services, Community College of Vermont, P.O. Box 81, Montpelier, Vermont 05602 ($10.00)
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Associate Degrees, Community Colleges, Educational Innovation, External Degree Programs, Individualized Programs, *Junior Colleges, *Learning Experience, *Performance Based Education, *Performance Contracts, Program Evaluation, *Self Evaluation, Student Developed Materials
Identifiers—Experiential Learning

Within broad guidelines provided by the Community College of Vermont (CCV), associate degree students write their own individualized, competence-based contracts. Development of the contract includes both assessment of prior learning, and planning for sponsored learning: These are integrated through a "degree development sequence" which includes a variety of workshops; regular meetings with review committee made up of peers, community practitioners and faculty, and CCV staff; and intensive counseling support. The CAEL special project was designed to take a close look at the problems encountered by students in the degree development process, and to create a set of written materials to help students develop better learning contracts. This report summarizes the results of the CAEL project to date. The project and outcomes are described in detail, and directions for future development are suggested. Although the full set of student materials developed in the project is not included, a detailed evaluation report of CCV contracting and review procedures, a copy of the interim report for CAEL, and a summary of an independent research study evaluating some of the impact of the degree development workshops on student values and career aspirations are appended. (Author/NHM)

469.

ED 126 989 **JC 760 442**
Contracting Materials.
Vermont Community Colleges, Montpelier.
Pub Date 75
Note—143p.; For a related document, see ED 114 154
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Associate Degrees, Community Colleges, External Degree Programs, Individualized Programs, *Junior Colleges, *Learning Experience, *Performance Based Education, *Performance Contracts, Program Evaluation, *Self Evaluation, Student Developed Materials

The materials contained in this package are designed to aid Community College of Vermont (CCV) associate degree students in the development and implementation of their own written, individualized, competence-based learning contracts. As development of the contract requires both assessment of prior learning and planning for sponsored learning, the contracting package provides materials to aid the student in achievement of these ends. Included are an orientation package, exercises in values clarification, career exploration, and development of competence statements. Also included are guides to aid the student in development of a plan, validation of competence, and completion of the learning contract. A final checklist for the prospective graduate completes the contract materials package. For the complete CCV report on Student Self-Assessment of Non-Sponsored Learning, see ED 114 154. (JDS)

470.

ED 135 414 **JC 770 143**
Report of the Institutional Self-Study.
Vermont Community Colleges, Montpelier.
Pub Date Sep 75
Note—125p.; Self-study report prepared for the New England Association of Schools and Colleges, Burlington, Mass.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—College Faculty, Community Colleges, *Delivery Systems, *Educational Alternatives, Educational Finance, Governance, Institutional Research, *Junior Colleges, *Performance Based Education, Self Evaluation, Student Attitudes, Student Characteristics, Student Personnel Services, Teacher Characteristics
Identifiers—Experiential Learning, *Noncampus Colleges, *Vermont

This document is an institutional self-study prepared by the Community College of Vermont, a statewide noncampus institution which operates within local communities, providing educational opportunities to all Vermonters regardless of age, finances, geographic location, or previous educational experience. The college operates wholly out of community facilities. Its faculty are community members serving part time. Curriculum design begins with the student: through consultation with local site staff, students draw up "contracts" setting goals and identifying appropriate competencies. Contracts are evaluated through local Review Committees, and degrees are awarded based on skills and knowledge accumulated (including those gained from past work and life experience) rather than on courses taken. Included in this report are sections on the college's past, present and future; students; educational philosophy and learning delivery processes, including contracting and review and assessment of experiential learning; library, physical, and faculty resources; organization and control of the college; finances, and internal and external research and evaluation studies conducted by the college and other agencies. (JDS)

Virginia

471.

ED 012 607 **JC 660 488**
LECROY, R. JAN AND OTHERS
THE FACULTIES OF VIRGINIA'S COLLEGES AND UNIVERSITIES.
VIRGINIA STATE COUNCIL OF HIGHER EDUC., RICHMOND
REPORT NUMBER STAFF-REP-8
PUB DATE 65
EDRS PRICE MF-$0.75 HC-$5.88 147P.

DESCRIPTORS *FACULTY, *HIGHER EDUCATION, *JUNIOR COLLEGES, *TEACHER RECRUITMENT, *TEACHER SHORTAGE, COLLEGE TEACHERS, RICHMOND, TEACHER CHARACTERISTICS, TEACHER SALARIES, VIRGINIA, VIRGINIA HIGHER EDUCATION STUDY COMMISSION,

RECRUITING NEW FACULTY MEMBERS TO MEET THE DEMANDS OF INCREASING ENROLLMENTS IS CLEARLY ONE OF THE PRINCIPAL TASKS CONFRONTING VIRGINIA'S INSTITUTIONS OF HIGHER EDUCATION. THIS DETAILED STUDY ANALYZES THE FACULTIES OF VIRGINIA'S COLLEGES AND UNIVERSITIES, AND MAKES RECOMMENDATIONS FOR ALLEVIATING THE PROBLEM. DATA WERE SOLICITED THROUGH A QUESTIONNAIRE SENT TO EACH INSTITUTION ASKING FOR INFORMATION ON ALL FACULTY MEMBERS. BECAUSE THE DEMAND FOR FACULTY HAS FAR OUTSTRIPPED SUPPLY, THE COMMISSION MAKES SEVERAL RECOMMENDATIONS--(1) SALARIES SHOULD BE INCREASED TO QUALIFIED PERSONNEL, (2) GREATER NUMBERS OF QUALIFIED FACULTY MEMBERS CAN BE PRODUCED BY INCREASING GRADUATE PROGRAMS, (3) UNDERGRADUATES SHOULD BE DIVERTED TO 2-YEAR INSTITUTIONS, THEREBY REDUCING UNIVERSITY RESOURCES DEVOTED TO LOWER DIVISION INSTRUCTION, (4) INSTRUCTORS SHOULD BE REQUIRED TO TEACH MORE CLASSES, AND (5) NEW TECHNIQUES OF INSTRUCTION SHOULD BE DEVELOPED. (HS)

472.

ED 014 265 **JC 660 019**
BRUMBAUGH, A.J
THE TWO-YEAR COLLEGE IN VIRGINIA.
VIRGINIA STATE COUNCIL OF HIGHER EDUC., RICHMOND
REPORT NUMBER STAFF-R-4
PUB DATE 65
EDRS PRICE MF-$0.50 HC-$4.96 122P.

DESCRIPTORS *GOVERNANCE, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, COLLEGE PLANNING, EDUCATIONAL PLANNING, STATE AGENCIES,

FOLLOWING A REVIEW OF THE STATUS OF POST-HIGH SCHOOL EDUCATION, A COMMITTEE OF THE HIGHER EDUCATION STUDY COMMISSION RECOMMENDED (1) A STATEWIDE SYSTEM OF COMPREHENSIVE COMMUNITY COLLEGES, COORDINATED WITH OTHER SEGMENTS OF HI-

GHER EDUCATION, (2) A BOARD OF COMMUNITY COLLEGES AND TECHNICAL EDUCATION, TO OPERATE UNDER THE STATE COUNCIL OF HIGHER EDUCATION IN DEVELOPMENT OF A STATEWIDE PLAN, FORMULATION OF POLICIES, AND DETERMINATION OF FINANCIAL NEEDS, (3) TRANSFER OF 2-YEAR BRANCHES OF SENIOR INSTITUTIONS TO THE NEW BOARD, (4) DEVELOPMENT OF CRITERIA FOR THE ESTABLISHMENT OF 2-YEAR POST-HIGH SCHOOL INSTITUTIONS, (5) LOCAL BOARDS OR ADVISORY COMMITTEES FOR EACH INSTITUTION, (6) EFFECTIVE ARTICULATION, AND (7) POLICIES AND REGULATIONS TO PROTECT AND PRESERVE THE IDENTITY OF THE 2-YEAR COLLEGE. RECOMMENDED CRITERIA FOR ESTABLISHMENT OF 2-YEAR COLLEGES INCLUDE (1) MINIMUM POTENTIAL ENROLLMENT OF 400 STUDENTS, (2) STRONG LOCAL INTEREST IN THE COLLEGE, (3) ASSURANCE OF ADEQUATE FINANCIAL SUPPORT FOR CAPITAL OUTLAY AND OPERATING COSTS, AND (4) ACCESSIBILITY. (WO)

473.

ED 014 285 **JC 660 487**
MCDIARMID, ERRETT W.
LIBRARY SERVICES IN VIRGINIA'S INSTITUTIONS OF HIGHER EDUCATION.
VIRGINIA STATE COUNCIL OF HIGHER EDUC., RICHMOND
REPORT NUMBER STAFF-R-9
PUB DATE 65
EDRS PRICE MF-$0.50 HC-$4.48 110P.

DESCRIPTORS *COLLEGE LIBRARIES, *HIGHER EDUCATION, *JUNIOR COLLEGES, LIBRARY COLLECTIONS, LIBRARY EQUIPMENT, LIBRARY FACILITIES, LIBRARY MATERIALS, LIBRARY PROGRAMS, LIBRARY STANDARDS, PERSONNEL, PROFESSIONAL PERSONNEL, PROGRAM EVALUATION, VIRGINIA,

LIBRARIES OF ALL VIRGINIA INSTITUTIONS OF HIGHER EDUCATION WERE INCLUDED IN THIS STUDY. QUESTIONNAIRES AND OBSERVATION WERE USED TO GATHER DATA ABOUT BUILDINGS AND COLLECTIONS, ADMINISTRATION AND MANAGEMENT, INTERLIBRARY COOPERATION, EXPENDITURES, AND PERSONNEL. AMONG THE 2-YEAR COLLEGES, (1) EXCEPT FOR THOSE WITH VERY SMALL ENROLLMENTS, CAPACITY OF PUBLIC COLLEGE LIBRARIES WAS BELOW ACCEPTABLE STANDARDS, (2) NONE HAD STACK SPACE FOR THE RECOMMENDED MINIMUM OF 20,000 VOLUMES, AND ONLY ONE STATE-CONTROLLED INSTITUTION WAS APPROACHING THIS FIGURE, (3) HOUSING WAS INADEQUATE, (4) WORK SPACE AT ALL BUT FOUR COLLEGES WAS INADEQUATE, (5) EXPENDITURES HAD NOT KEPT PACE WITH NEEDS, (6) NO STATE-CONTROLLED COLLEGE MET MINIMUM STANDARDS FOR STAFFING, AND (7) IN SIX THERE WAS NO PROFESSIONALLY QUALIFIED LIBRARIAN. RECOMMENDATIONS BY THE AUTHOR STRESS IMMEDIATE ACTION TO CORRECT THESE DEFICIENCIES. (WO)

474.

ED 014 292 **JC 670 101**
SYDNOR, EUGENE B., JR. AND OTHERS
POLICIES, PROCEDURES, AND REGULATIONS GOVERNING THE ESTABLISHMENT AND OPERATION OF THE PROGRAM OF COMPREHENSIVE COMMUNITY COLLEGES IN THE COMMONWEALTH OF VIRGINIA AS AUTHORIZED BY THE 1966 GENERAL ASSEMBLY.
VIRGINIA STATE BOARD FOR COMMUNITY COLLEGES
PUB DATE 28 SEP 66
EDRS PRICE MF-$0.25 HC-$0.72 16P.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, COLLEGE PLANNING, COLLEGE ROLE, COMMUNITY COLLEGES, EDUCATIONAL FINANCE, GOVERNANCE, VIRGINIA,

UNDER THE GENERAL DIRECTION AND CONTROL OF A STATE BOARD FOR COMMUNITY COLLEGES, THE COMMUNITY COLLEGES IN VIRGINIA ARE COMPREHENSIVE INSTITUTIONS OFFERING POST-HIGH SCHOOL PROGRAMS OF NOT MORE THAN TWO YEARS, TO INCLUDE OCCUPATIONAL AND TECHNICAL FIELDS, LIBERAL ARTS AND SCIENCES, GENERAL EDUCATION, ADULT EDUCATION, PRECOLLEGE OR PRETECHNICAL PROGRAMS, AND SPECIAL PROGRAMS. ADMISSION IS OPEN TO ALL HIGH SCHOOL GRADUATES AND TO NONGRADUATES WHO ARE AT LEAST 18 YEARS OF AGE. CRITERIA FOR ESTABLISHMENT OF NEW COLLEGES ARE (1) EVIDENCE OF NEED AS SHOWN BY A SURVEY, (2) EVIDENCE OF INTEREST ON THE PART OF EMPLOYERS, AND (3) EVIDENCE OF STUDENT INTEREST TO ASSURE A FULL-TIME ENROLLMENT OF AT LEAST 500 STUDENTS WITHIN FOUR YEARS. FOR EACH COMMUNITY COLLEGE, A LOCAL BOARD SERVES IN A LIAISON AND ADVISORY CAPACITY TO THE STATE BOARD. A STATE DEPARTMENT OF COMMUNITY COLLEGES, HEADED BY A DIRECTOR, IS THE AGENCY RESPONSIBLE FOR ADMINISTRATION AND SUPERVISION OF THE SYSTEM. THE STATE BOARD PROVIDES ALL FUNDS FOR BASIC OPERATING EXPENSES, WHICH MAY BE SUPPLEMENTED BY LOCAL CONTRIBUTIONS AND STUDENT FEES AND/OR TUITION. THE DOCUMENT OUTLINES RELATIONSHIPS AMONG AGENCIES AND INDIVIDUALS AT STATE AND LOCAL LEVELS. (WO)

475.

ED 033 661 **HE 001 176**
The Virginia Plan for Higher Education.
Virginia State Council of Higher Education, Richmond
Pub Date Dec 67
Note—50p.
EDRS Price MF-$0.25 HC-$2.60
Descriptors—Community Colleges, *Development, *Higher Education, *Institutional Role, *Master Plans, *Planning, Private Colleges, State Colleges, State Universities
Identifiers—*Virginia

The Virginia State Council of Higher Education composed this master plan for the development of public higher education in the state for the decade 1967-77. Part I discusses the factors influencing the Plan: the college-age population growth, college attendance rate, loss of students through migration, under-educated adults, increasing urbanization, increased technology, and high student costs. Five broad goals for Virginia higher education are offered. Part II presents the basic components of the Plan. These are titled: 1) state planning as a joint venture for all higher education, 2) a pattern for orderly growth in enrollments, 3) no additional 4-year public institutions, 4) institutional roles and functions consistent with state and national needs, 5) a statewide system of comprehensive community colleges, 6) coordinated opportunities for continuing education, 7) mobilization of research and technological resources, 8) a reasonable level of student tuition charges, 9) sufficient student financial assistance, 10) state financial support for quality higher education, and 11) continuing leadership in the development of statewide policies for higher education. (DS)

476.

ED 034 540 **JC 690 390**
Policies, Procedures, and Regulations; Governing the Establishment and Operation of the Comprehensive Community Colleges of Virginia.
Virginia Community College System, Richmond.; Virginia State Board for Community Colleges, Richmond.
Pub Date 9 Apr 69
Note—20p.
EDRS Price MF-$0.25 HC-$1.10
Descriptors—*College Planning, *Junior Colleges, *Manuals, *Master Plans, School Organization, *State Programs
Identifiers—Virginia

This manual may be useful to communities planning the establishment of a junior college system. It covers the types of programs to be offered by the colleges; coordination of all programs of higher education by the State Council of Higher Education; eligibility of students; length of term and attendance day; establishment of colleges, including need and suitable sites; establishment of special training programs; administrative relationships and responsibilities; fiscal policy and procedures; consulting services; amendments. Operating policies, procedures, and regulations are found in the Virginia Community College Operating Manual. (MS)

477.

ED 074 287 **VT 019 767**
Rossiter, Leo P.
Learning Resources for the Disadvantaged Student. Progress Report.
Virginia Community Coll. System, Richmond.
Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date Jul 72
Note—74p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Action Research, *Community Colleges, *Disadvantaged Youth, Educational Philosophy, Educational Research, *Educational Resources, Junior Colleges, Post Secondary Education, Student Needs, Student Placement, *Vocational Education, *Workshops

In this action research project, a series of workshops was planned and held in order to: (1) develop improved methods for placement of disadvantaged students in occupational-technical programs in the Virginia community college system, (2) identify learning resources to meet individual needs, and (3) structure the learning resources so that the disadvantaged student will have an opportunity for academic and occupational success. Overall, there emerged from the workshop sessions an acknowledgement of the magnitude and complexity of the problem and the need to work toward a solution. There was evidence suggesting that the stated mission of providing developmental studies within the community college system was not receiving the necessary degree of emphasis in learning resources. Many felt that until a stronger philosophical educational commitment is made to the needs of the disadvantaged, both systemwide and institutionwide, minimal success can be achieved. Other areas of concern were: (1) use of existing testing and placement devices, (2) regular learning time blocks as opposed to unrestrained learning time, (3) grading practices, and (4) effective teaching/counseling methods and techniques. It was suggested by the participants that future efforts be devoted to the development of three or four model programs. The research proposal and some workshop materials are appended. (SB)

478.

ED 083 971 **JC 730 267**
Virginia Community College System Professional Employees' Appointment Policy with Supporting Due Process Documents for Grievance, Non-Reappointment and Dismissal.
Virginia State Dept. of Community Colleges, Richmond.
Pub Date 10 Aug 73
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Faculty, *Community Colleges, Disqualification, *Grievance Procedures, Personnel Management, *Personnel Policy, Professional Personnel, *Teacher Dismissal
Identifiers—Virginia

A discussion of Virginia Community Colleges' personnel policy is presented. Procedures discussed include those for: (1) dismissal of college personnel holding faculty rank, (2) nonreappointment of college personnel holding faculty rank, (3) faculty grievance, and (4) professional employees' appointment policy. (CK)

479.

ED 104 499 **95** **JC 750 287**
Williams, William G. Snyder, Fred A.
Follow-up Studies of Former Occupational-Technical Students at Community Colleges. Research Report No. 1.
Virginia State Dept. of Community Colleges, Richmond.
Report No—RR-1
Pub Date 74
Note—69p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors—Curriculum Evaluation, *Educa-

tional Objectives, Evaluation Methods, *Followup Studies, Graduate Surveys, *Institutional Research, *Junior Colleges, Research Methodology, Research Utilization, Technical Education, Vocational Education, *Vocational Followup

This report presents a review of follow-up studies of former occupational-technical students at community colleges throughout the nation. The purpose was to evaluate the effectiveness of follow-up studies in measuring attainment of educational goals stated in community college catalogs and literature. This evaluation was made by studying the research emphases, motivations, and procedures for the studies. In winter 1973, a 12-item questionnaire was sent to all 720 public comprehensive two-year colleges which began offering occupational-technical programs prior to September 1970; 520 (72.5 percent) responded. This questionnaire requested information on research motivations and frequency, and asked for copies of recent studies. The content of the 85 most sophisticated follow-up studies submitted was analyzed using a three-part 66-item coding instrument. A 44-item goals inventory for occupational-technical education was prepared in order to measure the educational goal emphases of the studies. Findings are reported and recommendations for improving follow-up studies are made. The appendix includes a list of the 42 community college catalogs and a bibliography of the literature consulted in determining educational goals, a list of the 85 colleges submitting sophisticated follow-up studies, the questionnaire and accompanying letters, and the content coding form and procedures for its use. (Author/DC)

480.

ED 104 500 95 JC 750 288
Gustilo, Ted O., Jr. Trufant, John E.
A Profile of Former Occupational-Technical Students. Research Report No. 2.
Virginia State Dept. of Community Colleges, Richmond.
Report No—RR-2
Pub Date 74
Note—99p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors—Educational Assessment, *Followup Studies, Graduate Surveys, *Junior Colleges, Junior College Students, Participant Satisfaction, Racial Distribution, Statewide Planning, *Student Characteristics, Technical Education, Terminal Students, Vocational Education, *Vocational Followup
Identifiers—*Virginia, Virginia Community College System

This study was conducted to facilitate future statewide decision-making by obtaining data on all students, both full-time and part-time, who had enrolled in Virginia Community College System occupational-technical programs at any time from fall 1966 through fall 1969. Graduates and non-graduates, as well as those who changed to or from occupational-technical curricula during their studies, were included. A student questionnaire was used to collect data from students about their postcollege activities, current employment, and evaluations of their college experiences. In addition, non-respondents were contacted by telephone to determine reasons for not responding. A total of 11,623 former students (3,422 graduates and 8,201 non-graduates) were identified. Usable questionnaires were returned by 6,387 students, including 73 percent of the graduates and 56 percent of the non-graduates. Findings for the total sample and for various subgroups are reported. Data is presented pertaining to curriculum area, personal characteristics, socioeconomic background, and academic achievement. Tables of data, the college data form, the student questionnaire and accompanying letters, the questionnaire form used by telephone interviewers, and a list of the limitations of the study are appended. (DC)

481.

ED 101 798 JC 750 152
Eyler, David R. And Others
Post-College Activities of Former Occupational-Technical Students. Research Report No. 3.
Virginia State Dept. of Community Colleges, Richmond.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—RR-3
Pub Date 74
Note—49p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors—College Graduates, *Employment Experience, Followup Studies, Graduate Surveys, *Junior Colleges, Relevance (Education), Student Attitudes, *Student Characteristics, *Vocational Education, *Vocational Followup, Withdrawal

This report describes post-community college activities of former occupational/technical students at 13 Virginia community colleges. The colleges identified 11,623 former students as eligible, of whom 3,433 were graduates who had earned an associate degree, diploma, or certificate. An overall response rate of 61 percent was obtained, 73 percent for graduates and 56 percent for nongraduates. The data were summarized to permit comparison of respondent groups on the basis of sex, race, graduation status, degree earned, and curriculum. The factors relating to postcollege activities included employment status, relevance of curriculum to present job, initial and present salary, extent and reasons for continuing education, reasons for withdrawal before graduation, and intention to return to college. Greater percentages of graduates than nongraduates were employed full-time. Diploma graduates had higher rates of employment than either degree or certificate graduates. The curricular areas of public service and health showed a higher degree of job congruence than other areas. The median salary for initial jobs was $5,419 and rose to $7,158 for present jobs. Nongraduates received higher median initial and present salaries than graduates. (Author/MJK)

482.

ED 111 461 95 JC 750 482
Trufant, John E. And Others
Perceptions of Former Occupational-Technical Students. Research Report No. 4.
Virginia State Dept. of Community Colleges, Richmond.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—RR-4
Pub Date 74
Note—56p.; For related documents, see ED 101 798, 104 499, and 104 500
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Females, General Education, Graduates, *Junior Colleges, *Participant Satisfaction, *Student Attitudes, Student Characteristics, *Vocational Education

Former occupational-technical students were questioned as to their attitudes toward their community college programs. The large majority of respondents rated their overall experience very high, and said they would recommend their college to someone seeking the same program. Social activities, however, were rated quite low. Women and graduates were much more positive about their community college experience than were their male or nongraduate counterparts. Diploma graduates expressed far more positive attitudes than AAS degree or certificate graduates. Of curricular groups, public service students were the most positive, followed closely by health students. Minorities were somewhat more positive than whites. Students rated the quality and value of their preparation in seven different areas: technical knowledge and understanding, job or learning skills, getting along with people, self-understanding, knowledge about career opportunities, communication skills, and general education. General education received the highest rating, both for quality and current value. Yet, when asked to give their opinion on the balance of general education and technical courses, more than half of the respondents wanted to increase the proportion of technical courses. Tabulated responses are appended. (NHM)

483.

ED 114 131 JC 750 554
Trufant, John E. Kelly, Sarah J.
Research in the Virginia Community College System; An Annotated Bibliography, Topical Listing, and College Listing of Research Projects Conducted at Virginia Community Colleges through July 15, 1974.
Virginia State Dept. of Community Colleges, Richmond.
Pub Date Aug 74
Note—41p.; For a related document, see JC 750 585
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Annotated Bibliographies, *Bibliographies, Classroom Research, College Administration, Community Colleges, Community Study, Counseling, Followup Studies, Graduate Surveys, *Institutional Research, *Junior Colleges, Student Characteristics
Identifiers—*Virginia Community College System

This document provides a means of improving and formalizing the communication of institutional research conducted at the 23 colleges in the Virginia Community College System. Over 160 reports are arranged in three sections. The first section annotates 44 of the studies, which were selected on the basis of anticipated interest, quality of study design, narrative sections on findings, and program innovation. Annotations are arranged by nine topics: follow-up studies, experimental studies, innovations, community, counseling and guidance, student profiles, instruction, administration, faculty and staff. The second section lists all studies by topic, and the third lists all studies by college. The types of materials included vary considerably, from sophisticated experimental designs to casual descriptive studies, from routine reports to innovative proposals. Series of routine reports are compiled separately in the topical listing. Although some reports did not seem to be in the "research" category at all, for the most part the listing is inclusive, not exclusive. However, the file from which this document was prepared does not necessarily contain all of the reports conducted by the 23 colleges. (NHM)

484.

ED 112 784 HE 006 797
Undergraduate Admissions Applications, Fall 1974.
Virginia State Council of Higher Education, Richmond.
Pub Date Apr 75
Note—13p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—*College Admission, Community Colleges, Enrollment, *Higher Education, *School Statistics, *State Colleges, State Universities, Statistical Surveys, *Student Application, Tables (Data), Transfer Students, Undergraduate Students
Identifiers—*Virginia

Summary information on undergraduate applications for admission to Virginia's state-supported institutions of higher education is presented. The tables contained in this publication report figures by residence and type of institution for the following categories: total applications receiving decision; applications accepted; percent of applications rejected; applicants accepted and enrolled; and percent of applicants accepted who enrolled. One-year changes indicate that the volume of applications for first-time freshman admission increased seven percent, although the total number of in-state first-time freshman applications accepted dropped by one percent. Transfer student applications have also increased significantly, especially into the community college system. (LBH)

485.

ED 113 003 JC 750 557
Trufant, John E. And Others
A Profile of First-Time Students at Virginia Community Colleges, 1973-74.
Virginia State Dept. of Community Colleges, Richmond.
Pub Date May 75
Note—33p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—Age, *Aspiration, Career Choice, College Choice, Educational Objectives, Females, High School Curriculum, *Junior Colleges, Males, Marital Status, Parental Background, Race, *Socioeconomic Background, *Student Characteristics, Student Transportation

During 1973-74, information was collected from nearly 30,000 first-time students at Virginia's 23 community colleges, using the student data form which is appended. The findings were processed by computer, and are organized into five parts: (1) demographic characteristics, including sex, race, age, marital status, home area, and distance from home to college, (2) academic characteristics, in terms of high school curriculum and class standing, (3) socioeconomic background, including parents' education, occupation, and income, and students' income; (4) educational and occupational goals, (5) means of transportation to college. The population included higher percentages of older students, married students, veterans, and military personnel *than in national norm group populations.* Most new students had been in a general or college preparatory curriculum during high school. Although high school class standing did not prove a reliable indicator of general program choice, many students' career and academic choices and goals seemed to reflect their parents' socioeconomic background. The narrative is accompanied by frequent tabulations, and a more detailed breakdown of the data by sex, race, program area, and full or part-time status is appended. (NHM)

486.

ED 114 153 **JC 750 586**
Trufant, John E. Snyder, Fred A.
A Profile of Graduates, Virginia Community College System, 1973-74.
Virginia State Dept. of Community Colleges, Richmond.
Pub Date May 75
Note—24p.; For a related document, see JC 750 557
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors—Age, *Associate Degrees, College Majors, Community Colleges, *Demography, Females, *Graduates, *Junior Colleges, *Junior College Students, Males, Program Length, Racial Composition, Student Characteristics, Terminal Students, Transfer Students, Vocational Education
Identifiers—*Virginia

Of the 5,227 1973-74 graduates of the Virginia Community College System, the majority (61 percent) were men. Racial minorities comprised 11 percent of the graduates. Although the largest single age group was 21 years or younger, the majority of the graduates were at least 22 years old. Thirteen percent were older than 35, and the median age for all graduates was 23.3 years. The Associate of Applied Science degree, which is an occupational-technical award, was earned by nearly half of the graduates. Two-thirds of the graduates were in occupational-technical programs. College transfer graduates were two times more likely to be men than women. Of college transfer graduates, women more frequently chose the Associate of Arts degree, and men, the Associate of Science degree. Business was the most popular occupational-technical program, followed by engineering, health services, and public service. Although the percentage of white graduates predominated in all curricular groups, larger proportions of minorities were in business and engineering. About half of the graduates completed their programs in the traditional two-year period; about one fourth took an extra year, and the remaining fourth took more than three years. Eleven tables of data are appended. (Author/NHM)

487.

ED 116 767 JC 760 093
Houston, Charles A. Hoyer, Robert W.
Virginia Community College Mathematics Curriculum Study (1975-76).
Virginia State Dept. of Community Colleges, Richmond.
Pub Date May 75
Note—35p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Articulation (Program), *College Mathematics, Course Descriptions, *Higher Education, Junior Colleges, *Mathematics Curriculum, Teacher Attitudes, Textbooks, Undergraduate Study
Identifiers—*Virginia

This report correlates the college transfer mathematics courses in the Virginia community colleges with their counterparts at 13 state four-year colleges and universities. Data were collected by examining four-year college catalogues, correlating this information with course descriptions in the Virginia Community College Curriculum Guidelines (VCCCG), and surveying mathematics department chairpersons to validate the correlations. Of the 66 different mathematics sequences described in the VCCCG, 16 have potential counterparts at the senior colleges. The remainder are either remedial or especially designed for technical or vocational programs. Of the 16 equivalent courses, six are taught by almost all the Virginia community colleges. Although it appears that the mathematics courses listed in the VCCCG are well designed to meet the needs of Virginia's two-year college transfer students, one possible exception is the absence of *a course specifically designed to provide a mathematics* background for the elementary school teacher. Summaries of the general comments offered by the four-year college mathematics chairpersons concerning curriculum articulation are included, information is organized into five tables, and lists of textbooks used at the community and four-year colleges are appended. (NHM)

488.

ED 114 152 **JC 750 585**
Kelly, Sarah J. Jackson, Shirley C.
Research in the Virginia Community College System; An Annotated Bibliography, Topical Listing, and College Listing of Research Projects Conducted at Virginia Community Colleges from July 16, 1974 through May 30, 1975.
Virginia State Dept. of Community Colleges, Richmond.
Pub Date Sep 75
Note—42p.; For a related document, see JC 750 554
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors—*Annotated Bibliographies, *Bibliographies, Classroom Research, College Administration, Community Colleges, Community Study, Counseling, Followup Studies, Graduate Surveys, *Institutional Research, *Junior Colleges, Student Characteristics
Identifiers—*Virginia Community College System

This bibliography lists the reports of research studies conducted at the 23 colleges in the Virginia Community College System during the 1974-75 academic year. Over 124 studies are divided into three sections. The first section provides annotations for 61 of the studies, selected on the basis of anticipated interest, quality of study design, narrative sections on findings, and program innovation. Annotations are arranged by 12 topics: follow-up studies, experimental studies, innovations, community, counseling and guidance, student profiles, instruction, administration, routine reports, evaluation, enrollment trends, and other reports. The second section presents all studies by topics, and the third lists all studies by college. The types of materials included vary considerably, from sophisticated experimental designs to casual descriptive studies, from routine reports to innovative proposals. For the most part the listing is inclusive, not exclusive. However, the file from this document was prepared does not necessarily contain all of the reports conducted by the 23 colleges. (Author/NHM)

489.

ED 135 428 JC 770 157
Roesler, Elmo Jackson, Shirley
A Profile of Graduates: Virginia Community College System, 1974-75.
Virginia State Dept. of Community Colleges, Richmond.
Pub Date Dec 75
Note—35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Age, *Associate Degrees, *College Graduates, *College Majors, Community Colleges, Demography, *Junior Colleges, *Junior College Students, Minority Groups, Program Length, State Surveys, *Student Characteristics, Transfer Students, Vocational Education
Identifiers—*Virginia Community College System

This report describes the students who graduated from the Virginia Community College System (VCCS) between July 1974 and June 1975 in terms of demographic characteristics, types of awards granted, curricula, credits earned, and length of time to earn awards. Data for the 6,051 graduates were provided by each of the VCCS community colleges. The data indicated: (1) 58% of the graduates were men; (2) 13% were minority group students; (3) nearly half received the Associate of Applied Science degree while one in three graduates earned an Associate of Arts or Associate of Science degree; (4) occupational-technical graduates accounted for two-thirds and transfer graduates one-third of all awards granted; (5) men and women differed with regard to curricular programs, with men predominantly selecting engineering, public service, and agriculture/natural resources, and women constituting the large majority of graduates in health services, communications/media, and business curricula; (6) a greater proportion of whites than minority graduates selected *transfer curricula, (7) overall median age of graduates* was 23.5 years; (8) almost half of the graduates fulfilled their program requirements in the traditional two year period while one in four graduates took more than three years to complete their program. Tabular data on graduates' characteristics are appended. (JDS)

490.

ED 124 083 HE 007 947
Virginia Higher Education: The 1976 General Assembly. A Summary of Legislation and Appropriations.
Virginia State Council of Higher Education, Richmond.
Pub Date 76
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Educational Finance, *Educational Legislation, *Financial Support, Governance, *Higher Education, Medical Education, Nursing, Optometrists, Senior Citizens, State Action, State Government, *State Legislation, State Universities, Statewide Planning, Tables (Data), Tuition Grants
Identifiers—*Virginia

Higher education bills and appropriations to higher education approved by the 1976 Virginia Assembly are summarized. This session was the first in which the Council of Higher Education, operating under the expanded responsibilities granted to it by the General Assembly in 1974, provided formal recommendations on institutional budget requests to the governor and General Assembly. The legislation dealt with: the transfer of credits between community colleges and public and private four-year colleges; the feasibility of establishing a regional school of optometry; financial aid for students; reduced tuition rates for persons over 62 on a space available basis at public colleges; establishment of an independent Board of Visitors for Christopher Newport College; modification of the Board of Visitors of Radford College; and a commendation to the University of Virginia and Virginia Commonwealth University for their joint efforts to offer off-campus graduate education programs in nursing. Specific bills are identified by number. Positive steps taken by the General Assembly regarding financial support are also reviewed. (LBH)

491.

ED 135 427 JC 770 156
DeFreitas, Patricia M. Roesler, Elmo D.
A Profile of First-Time Students at Virginia Community Colleges, 1974-75.
Virginia State Dept. of Community Colleges, Richmond.
Pub Date Jul 76
Note—39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Academic Aspiration, Age, *College Freshmen, College Preparation, Community Colleges, Comparative Analysis, Demography, Educational Objectives, Family Characteristics, Family Income, *Junior Colleges, *Junior College Students, Minority Groups, Socioeconomic Background, *State Surveys, *Student Characteristics
Identifiers—*Virginia Community College System

This report describes first-time students in the Virginia Community College System (VCCS) in terms of demographic characteristics, socioeconomic background, academic characteristics, and goals. Additionally, the VCCS student characteristics are compared with American Council on Education norms for two- and four-year public college students nationwide. Information on the VCCS students was collected by means of a student data form administered to nearly 30,000 students during 1974-75. Data analysis showed: (1) 51% of the students were men, (2) 15% were minority group members, (3) median age was 23.35 years, (4) 45% were married, (5) 48% had military experience, (6) 62% lived within ten miles of the community college they attended, (7) more than one-third of the students' parents had not completed high school, (8) more than half of the students' fathers were employed in white collar occupations, (9) median parental income was $14,466; (10) 43% indicated an occupational goal as a reason for attending the community college; (11) 25% had no degree aspirations; and (12) 31% aspired to a baccalaureate or higher degree. Overall, it appeared that the VCCS was serving a somewhat different population from that of many two- and four-year public colleges across the nation. The student data form and tabular data on student characteristics are appended. (JDS)

492.

ED 135 429 JC 770 158
Adams, June Johnson Roesler, Elmo
Research in the Virginia Community College System, 1975-76.
Virginia State Dept. of Community Colleges, Richmond.
Pub Date Aug 76
Note—43p.; For previous editions see ED 114 131 and 152
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Annotated Bibliographies, *Bibliographies, College Administration, Community Colleges, Community Study, Enrollment, Followup Studies, *Institutional Research, *Junior Colleges, Junior College Students, Program Evaluation, Research Methodology
Identifiers—*Virginia Community College System

This bibliography lists the reports of research studies conducted at the 23 colleges in the Virginia Community College System during the 1975-76 academic year. Over 110 studies are listed in the three sections of this document. The first section provides annotations for 47 of the studies, selected on the basis of anticipated interest, quality of study design, narrative sections on findings, and program innovation. Annotations are arranged by seven topics: follow-up studies, students, community, evaluation, research methods, administration, and enrollments. The second section presents all studies by topic and the third section lists all studies by college. The types of materials included vary considerably, from sophisticated experimental designs to casual descriptive studies, from routine reports to innovative proposals. This annual bibliography is intended to provide a means of improving and formalizing communication about research activities in the Virginia Community College System. (JDS)

Washington

493.

ED 046 374 JC 710 025
Design for Excellence: Washington State Community College System Master Plan. Volume I, Mission, History and Goals.
Washington State Board for Community Coll. Education, Olympia.
Pub Date [70]
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Board of Education Role, Community Colleges, *Educational Objectives, Governing Boards, *Junior Colleges, *Master Plans, School Community Relationship, *State Boards of Education, *Trustees
Identifiers—*Washington

This first of three related volumes outlines the development and current objectives of community-junior college education in the state of Washington. Beginning as small liberal arts colleges, the 2-year colleges were limited in growth until 1961, when the concept of "comprehensive curricula" was officially recognized through state legislation. In 1963, 2-year college funds and accounting were separated from the public school system and, by 1967, the state legislature created an independent system of community colleges. Today, responsibility for community college education in the 22 separate districts can be found at two different levels. Statewide concerns such as the establishment, location, finance, and central administrative practices of the junior colleges are handled by the state board. A local board of trustees is responsible for operating the colleges in its district, and has authority to determine curriculum, award degrees, and establish administrative rules and regulations. Organizational structures at both state and district levels recognize the need for flexibility in responding to local problems, and coordination is achieved through a system of advisory committees made up of district and state personnel. The general goals and specific operating objectives of the system emphasize open-door admissions, school and community cooperation, and the involvement of all concerned groups in formulating the policies that will affect them. (JO)

494.

ED 046 375 JC 710 026
Design for Excellence: Washington State Community College System Master Plan. Volume II, System Status and Progress.
Washington State Board for Community Coll. Education, Olympia.
Pub Date [70]
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Colleges, *Junior Colleges, *Master Plans, *Program Descriptions, *School Community Relationship, *Systems Approach
Identifiers—*Washington

This second of three related volumes outlines the present status and advancements of the Washington state community college system. Currently, the number of people served by this sytem exceeds the combined total of all other public higher education institutions in the state, enrollment has doubled in the last four years, and tripled in the past seven. Most of those attending are transfer-oriented, three out of ten enroll in occupational programs. Examples of the progress toward major system goals (outlined in volume I) follow. Nearly 90 per cent of the state's population is now within one-half hour's commuting time of a community college program. To make the opportunities offered by the colleges known to the community, innovations such as mobile counseling centers have been initiated. The year 1969 saw responsibility for adult education transferred from local school districts to the 2-year college districts. Institutional research and instructional improvement are receiving more attention in the budget, while closer relationships with the community have resulted from increased use of local expertise in the development, design, and conduct of present and future programs. Along with increasing emphasis on individually-paced instruction and continuous enrollment, a systems approach to instruction has been adopted. This approach has also been applied to the district management level through use of a planning, programming, and budgeting system. (JO)

495.

ED 046 376 JC 710 027
Design for Excellence: Washington State Community College System Master Plan. Volume III, Long-Range Development Requirements.
Washington State Board for Community Coll. Education, Olympia.
Pub Date [70]
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Planning, Community Colleges, *Educational Finance, *Educational Resources, *Junior Colleges, *Master Plans
Identifiers—*Washington

This third of three related volumes estimates the operating and capital resources necessary to support each district in the Washington state community college system during the next decade. Anyone 18 years of age or older is considered a potential consumer of the programs. Because the percentage of the population falling into this category is steadily increasing, and more of them are availing themselves of community college programs, a comprehensive, up-to-date system must be maintained to meet the demand. It is anticipated that growth in state community college enrollment will more than double from 52,700 FTE's in 1969 to 117,300 by 1980. While the college districts have been able to hold down overall costs through serving more students with equivalent resources and deferring some construction expenditures, increases in operating funds will be required to sustain and improve the current level of service. The increasing demand for educational services makes necessary additional instructional and support facilities, whether on campus or in the community. Minimum guidelines for capital construction, developed by the state board, are based on a combination of utilization rates for instructional space and of space per station. These guidelines, coupled with cost-level guidelines, provide solid criteria for the evaluation of capital fund requests. (JO)

496.

ED 099 018 JC 740 459
Command, Edward M.
Governance in Higher Education. A Bibliography.
Washington State Board for Community Coll. Education, Olympia.
Pub Date 70
Note—56p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Annotated Bibliographies, *Bibliographies, *College Administration, College Faculty, Colleges, College Students, *Governance, *Higher Education, *Publications, Universities
Identifiers—*Educational Resources Information Center, ERIC

The intent of this bibliography is to assist the reader to determine some of the important questions and concerns of higher educational governance and to serve as an example of the variety of sources on the topic. It consists of a collection of recent ERIC items and books on the subject. Nine areas of governance are considered: (1) The General Topic of Governance, (2) Governing Boards, (3) The Office of the College or University President, (4) The Administration and Governance, (5) The Faculty and Governance, (6) The Students and Governance, (7) Coordination Personnel Boards, (8) Governments and Colleges and University Governance, and (9) The Question of Freedom and Order in Higher Education. The entries under each area are not intended to be either comprehensive or complete. ERIC items are identified by the month and volume number. (Author/DB)

497.

ED 061 440 VT 014 966
Dopp, Joan Nicholson, Athyleen
Guidelines for Cooperative Vocational Education in Community Colleges.
Washington State Board for Community Coll. Education, Olympia.; Washington State Coordinating Council for Occupational Education, Olympia.
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Role, *Community Colleges, *Cooperative Education, Employers, *Guidelines, *Instructor Coordinators, Manuals, Program Development, Program Evaluation, Program Guides, Program Planning, Teacher Role, Technical Education, *Vocational Education
Identifiers—Washington

Representatives from education, business, industry, labor, and government met in a 3-phase Cooperative Education Workshop to establish common agreement on criteria and improvement of cooperative vocational education in community colleges of the state. With emphasis given to feasibility studies, training agreements, legal implications, and philosophical views, this manual was developed as an aid to administrators and teacher coordinators interested in implementing, evaluating, or developing cooperative programs. Major sections of the manual are: (1) What Is Cooperative Vocational Education, (2) Steps In Planning, (3) Responsibilities Of The Instructor-Coordinator, (4) Responsibilities Of The Employer, (5) Legal Responsibilities, (6) Initiation and Maintenance of Good Public Relations, and (7) Evaluation Of A Cooperative Vocational Education Program. Also included are several sample work forms used by the coordinator. (JS)

498.

ED 095 786 HE 005 860
Chance, C. William
A Planning Outline for the Study and Coordination of Washington Higher Education.
Washington State Council on Higher Education, Olympia.
Pub Date Mar 72
Note—42p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Community Colleges, *Educational Planning, *Enrollment, *Higher Education, In-

stitutional Role, Instruction, *Program Coordination, *Statewide Planning
Identifiers—*Washington

Most of the recent expansion in public higher education can be attributed to demands for increasing the variety and number of educational programs, demands stemming from rapid population growth, and a clamor for innovation and alternatives in education. In meeting these demands, particularly in an environment of economic growth and an atmosphere of fiscal optimism, it should not be surprising that the implementation of new programs and the creation of new institutions would overshadow and outdistance the movement to coordination. However, while overshadowed, such movement never ceased, and as growth and expansion characterize Washington higher education, so do cooperation and integration. This report, containing early recommendations on enrollment distributions, institutional roles, academic instruction programs, and expansion in the number and capacities of community colleges, set the stage for many subsequent steps to coordinated programming in this state. The primary purpose of this draft outline was to broach the subject of comprehensive long-range educational planning and stimulate its discussion. Suggestions from institutions of higher education influenced the second version of the outline. This document contains the working draft of the planning outline that resulted from a third period of review and reaction. (Author/PG)

499.

ED 074 906 HE 003 873
Collective Bargaining; Professional Negotiations.
Washington State Legislature, Olympia. Joint Committee on Higher Education.
Pub Date Jan 73
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Collective Bargaining, *Collective Negotiation, College Faculty, *Higher Education, *Professors, *State Legislation

The Joint Committee on Higher Education had as its mandate in this particular instance to reconcile the differences of procedures and rights relating to professional negotiations or collective bargaining between faculties of the various institutions of higher education within the state of Washington, and to conclude the study of the Professional Negotiations Act for community colleges. Thus, the Joint Committee recommends that: (1) the boards of regents and trustees of state universities and colleges may in the exercise of their discretion adopt rules to authorize and govern collective bargaining between such state colleges and universities and their faculties after being requested to do so by a majority of members of their respective faculties; (2) the Community College Professional Negotiations Act should be amended by procedural changes to increase its workability; and (3) the decision to implement a state-wide salary schedule for community colleges should be deferred until the legislature makes a determination on the continued operations of the community college system under the Professional Negotiations Act. (Author/HS)

500.

ED 094 835 JC 740 291
The Role of Community Colleges in Corrections: An Emerging Partnership.
Washington State Board for Community Coll. Education, Olympia
Pub Date Jun 73
Note—55p.; Proceedings of a conference at Yakima Valley College, Yakima, Washington
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Adult Education, *Community Colleges, *Conference Reports, *Correctional Education, *Correctional Rehabilitation, *Human Services, Post Secondary Education, Workshops

The proceedings of a conference to consolidate the partnership between the correctional system and the community college system are presented. The conference objectives were: (1) to generate potential solutions to the identified needs, (2) to suggest strategies for implementation, and (3) to identify probable funding resources. The participants met in four workshops: I. Expanded educational opportunities for residents and staff within adult correctional institutions; II. and III. Supportive services for ex-offenders on campus and in community-based corrections programs; and IV. Coordination of programs and services. The reports of the workshop comprise the proceedings. Appendixes provide the conference schedule, suggestions for workshop chairmen, identified needs for each of the workshops, ranks of need priorities tally sheet, a solution matrix, potential for implementation tally sheet, and the welcoming statement. (DB)

501.

ED 089 629 HE 005 381
Dynamics of Change: Alternative Educational Opportunities. Report of the Select Commission on Non-Traditional Study to the Council on Higher Education.
Washington State Council on Higher Education, Olympia, Washington.
Pub Date Jan 74
Note—197p.
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—Bibliographies, Colleges, *Curriculum Development, *Educational Experiments, Educational Finance, *Educational Innovation, *Educational Opportunities, *Higher Education, Junior Colleges, Special Degree Programs, Universities
Identifiers—*Washington

The Select Commission on Non-Traditional Study was appointed by the State of Washington in January 1973 to explore alternative methods of providing postsecondary educational opportunities. After discussing the needs and goals for educational alternatives, this document presents methods, guidance, technology curricula, and options for developing alternative programs. Relationships with the community and the secondary school are discussed. Financing represents the topic of the fifth chapter, institutional adaptations and procedures are presented in the sixth, and background papers and bibliographies are presented in the seventh. Recommendations are included in each chapter. Appendices include summaries of commission meetings and the senate resolution defining the commission. (Author/PG)

502.

ED 100 433 JC 750 062
1975 United Legislative Program of the Community College Legislative Council.
Washington State Board for Community Coll. Education, Olympia.
Pub Date [74]
Note—17p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Budgets, Fire Protection, Health Services, *Junior Colleges, *Policy Formation, *Political Issues, *Professional Associations, Property Accounting, Salaries, State Boards of Education, *State Legislation, State Programs, Tuition
Identifiers—*Washington

The Community College Legislative Council was organized in 1971 to provide a means through which a uniform approach to the state legislature and legislation could be achieved by the various organizations representing components of the community college system. For each session of the legislature, the council prepares a United Legislative Program. Issues selected for inclusion in the united program must have the support of a majority of the constituent groups and the opposition of none. The united program provides the legislature with an indication of those issues on which there is general agreement throughout the community colleges. Position papers adopted by the Legislative Council for 1975 are presented on the following issues: (1) Operating budget, (2) cost-of-living adjustments--professional and classified, (3) exemption of cooperative preschools from unemployment compensation taxes, (4) property deeded to individual colleges, (5) authority to communicate with legislators, (6) health care for students, (7) fire protection, (8) receipt of gifts by the state board, (9) tuition-free high school completion, and (10) tuition. (Author/AH)

503.

ED 110 101 JC 750 407
Peak, Duane
Performance Audit of the Community College Enrollment Projection Methodology: A Report to the Washington State Legislature. Report No. 46-6.
Washington State Legislature, Olympia. Legislative Budget Committee.
Pub Date 22 Jun 74
Note—19p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors—*Age Groups, Budgets, Educational Finance, Enrollment Influences, *Enrollment Projections, *Junior Colleges, Methods, *State Aid, *Student Enrollment
Identifiers—*Washington.

This performance audit was conducted by the Legislative Budget Committee for the purpose of providing the Washington State Legislature with an evaluation of the enrollment projection methods utilized in the development of the Washington State Community College system operating budget request to the Legislature. The Committee studied the planning, operational, and methodological review functions of the Office of Program Planning and Fiscal Management (part of the State Census Board), which has been directly responsible for the preparation of enrollment projections for the community college system since 1970. As a result of this evaluation, it was concluded that the present methods are inadequate in that they do not account for community needs, student characteristics, local economic characteristics, sociological groupings, or other factors which influence enrollments. Present enrollment projection methods are based on census data for the age group of 18 to 24 years; since this age group is not representative of the community college student body, the statistic is irrelevant. As a result, actual enrollments have surpassed projected enrollments by 0.5 percent to 10.3 percent for the past four years. Current enrollment projection methods are reviewed in detail. No recommendations for improvements are made. (Author/DC)

504.

ED 100 261 HE 006 162
Tuition and Fee Recommendations. Washington State Public Higher Education 1975-1977.
Washington State Council on Higher Education, Olympia.
Pub Date Dec 74
Note—41p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Community Colleges, Fees, Graduate Study, *Higher Education, Medical Education, Nonresident Students, Resident Students, State Colleges, *Statewide Planning, Statistical Data, *Student Costs, *Tuition, Universities, Veterans, Veterinary Medicine
Identifiers—*Washington

The Council on Higher Education for the State of Washington is directed to study levels [illegible] and charges to students and, when nec[illegible] make recommendations to the states institutions. Recommendations contained in this report include: (1) Tuition and fees charged to fulltime resident community college students be increased to $330, the same as existed in 1971-72. (2) Fees at the 3 older state colleges be differentiated between lower and upper division students to improve direct access into that system. (3) The differential charge to graduate students and the tuition and fees for medicine, dentistry, and veterinary medicine be adjusted upwards to reflect the decline in the value of the dollar since 1971-72. (4) Fees charged to Viet Nam veterans be adjusted and established at 85% of those charged to other resident students. (5) Limited reciprocity agreements be sought to enable persons in counties adjoining the border of Washington, Oregon, and Idaho to attend community colleges in the other state without payment of a nonresident differential. Statistical tables accompany the text. (Author/PG)

505.

ED 100 280 HE 006 184
Faculty Salaries in Washington Public Higher Education, 1975-77.
Washington State Council on Higher Education, Olympia.
Pub Date 2 Dec 74
Note—43p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Community Colleges, Comparative Analysis, Educational Finance, *Faculty,

*Higher Education, *Salaries, *State Colleges, State Universities, *Teacher Salaries, Teaching Load
Identifiers—*Washington

Faculty salaries in Washington public higher education, 1975-77, are reviewed emphasizing salary levels, faculty purchasing power, and comparisons with other 4-year colleges and universities. Findings indicate: (1) The increase in inflation has eliminated any real salary increases for the average faculty member. In many cases, there have been substantial decreases in salary in terms of constant dollars. However, faculty productivity, when measured by credit hour loads, has increased. (2) The 4-year Washington institutions faced increasing competitive problems, since salaries now lag behind the weighted average of the seven comparison states by an average of 12.5%. As a result of these and other findings, the Council on Higher Education recommended that faculty salaries be raised by approximately 9% beginning January 1, 1975 for the 1975-76 academic year; and that a third increase to meet further cost of living increases be made effective July 1, 1976. (MJM)

506.

ED 100 467 JC 750 096
Final Quarterly Enrollments, Academic Year 1973-74. Washington Community College Operations Report No. 11.
Washington State Board for Community Coll. Education, Olympia.
Pub Date Dec 74
Note—29p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Enrollment Rate, *Enrollment Trends, *Junior Colleges, Junior College Students, Post Secondary Education, *Statistical Data, *Student Characteristics, *Student Enrollment, Tables (Data)
Identifiers—*Washington

This document is the fourth in a series of operations reports dealing with student enrollment data for the community college system in the state of Washington, and is intended to provide an accurate and current compilation of information concerning such enrollment. Data for the years 1962 through 1973 are included for historical comparison purposes with the academic year 1973-74. In 1973-74, 53% of the total student body were enrolled in academic programs, as compared to 67% in 1967-1968. In 1973-74, 45% were enrolled in occupational programs as compared to 28% in 1967-68. Statewide and institutional enrollment summaries are provided quarterly and annually, including FTE and headcount figures for academic, occupational, and community services programs. Steady growth is shown in all programs. Student characteristics, including age, sex, source, ethnic background, and program goals, are also presented. (ER)

507.

ED 101 767 JC 750 120
Terrey, John N.
A Proposed Policy on Tuition in Community Colleges. Staff Paper.
Washington State Board for Community Coll. Education, Olympia.
Pub Date Dec 74
Note—52p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors—Educational Benefits, Educational Economics, *Educational Finance, *Educational Opportunities, Higher Education, *Junior Colleges, *Student Costs, *Tuition
Identifiers—*Washington

Following a short review of the literature and a thorough discussion of the pros and cons of community college tuition, an analysis of educational costs and benefits is made. In Washington, the total cost of community college attendance, including foregone income, is approximately $4,707 per year per student. Of this figure, the student and/or his family bears the responsibility for $3,662 (77.8 percent). Even if there were no tuition and fee charges, these students would still have to pay a large percentage of the educational cost. This situation represents an economic barrier to educational opportunity, which benefits society. Higher education is a social necessity, not a luxury, and should be treated as such in policy and by funding. As a result of this study, three recommendations are made: (1) That public institutions of higher education be supported at a level which makes access possible without tuition levels which economically would deny opportunity to some individuals; (2) That tuition not be increased until such time as the individual contribution drops below the range of two-thirds to three-fourths of the economic costs of attendance; and (3) The tuition charges be graduated within the public sector to reflect the growth in benefits resulting from additional education. (DC)

508.

ED 103 060 JC 750 206
Recommendations for Institutional Roles and Missions in Washington, Part II: The Community Colleges. Staff Report for the Advisory Committee on Institutional Roles and Missions. Draft Discussion Document.
Washington State Council on Higher Education, Olympia.
Pub Date 23 Jan 75
Note—219p.
EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE
Descriptors—Adult Basic Education, Advisory Committees, *College Role, Community Services, Counseling Services, Educational Assessment, Enrollment Trends, Ethnic Groups, *Junior Colleges, Junior College Students, Master Plans, *Organization, Postsecondary Education, *State Programs, State Surveys, *Statewide Planning, Transfer Programs
Identifiers—*Washington

This report is intended to serve as a resource document providing background and perspectives for a discussion of the roles and missions of the community college system of the state of Washington. The objective is to help the community college system incorporate their planning and goals into the larger perspective of the state's total postsecondary educational effort. Introductory material describes the statements of missions and goals which evolved out of the State Board for Community College Education's 1971 report "Design for Excellence" and Phase I of the Board's subsequent Six-Year Plan adopted in 1973. Characteristics of the community college student are provided through statistical data detailing age distribution, ethnic composition, sex ratios, enrollments and access to education. The academic transfer program, general studies program, adult basic education, community services, and counseling and guidance services are all reviewed with respect to the degree of success these programs have had in meeting the recommendations set forth in the Six-Year Plan. Descriptions of individual community colleges comprise a large portion of the report. Various conclusions and recommendations for roles and missions that are stated throughout the document are accumulated and summarized in the final section. A roster of the advisory committee is appended. (AH)

509.

ED 111 470 JC 750 491
Community College Faculty Collective Bargaining: Report and Recommendations of the Advisory Committee on Community College Faculty Collective Bargaining to the Senate Select Committee.
Washington State Legislature, Olympia. Senate.
Report No—SR-74-271
Pub Date Jan 75
Note—63p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Descriptors—Administrative Personnel, *Collective Bargaining, *College Faculty, *Community Colleges, Educational Legislation, *Junior Colleges, Local Unions, Part Time Teachers, Questionnaires, *State Surveys, Tables (Data), Teacher Salaries, Trustees
Identifiers—*Washington

A survey of almost 6,500 community college faculty, trustees, students, presidents, and administrators was conducted to study the question of faculty relations in the Washington State community college system, with special emphasis on collective bargaining. Respondents (38 percent of the questionnaire distribution) favored including part-time faculty in the bargaining unit by a 70.6 percent margin, and department/division chairmen by a 70.2 percent margin, but were against including students by a 77 percent margin. Other results indicated: 52.2 percent of the respondents were against administrators, other than the president, being empowered to bargain independently; 64.3 percent were in favor of negotiations at the local rather than the state level; 75.3 percent were against the idea of limiting collective bargaining to the traditional economic issues of wages and hours; 54.3 percent favored both collective bargaining and internal governance. Responses were evenly divided on the advisability of a statewide salary schedule for community college faculty. Based on the survey results, a replacement of the Community College Professional Negotiations Law with a collective bargaining law designed specifically for community colleges is recommended. Bargaining should be conducted at the local level. (NHM)

510.

ED 109 948 HE 006 517
1972-73 Instructional Expenditures Study.
Washington State Council on Higher Education, Olympia.
Pub Date Apr 75
Note—52p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors—Community Colleges, *Costs, Data Analysis, *Expenditures, *Higher Education, Instructional Programs, *Public Facilities, Research, Service Education, State Colleges, *Unit Costs, Universities
Identifiers—*Washington

The following tables are the result of the Council on Higher Education study of 1972-73 unit costs in public institutions on higher education. This study is the first effort in this state (and perhaps any state) to clearly relate all costs to the instructional, research, and public service efforts of all the public institutions of higher education. The information base has been built from a detailed level (e.g., upper division biology courses or dental assistant technology courses started after the eighth day of instruction) and aggregated upward. This report includes information covering the community colleges, the state colleges, and the two universities. The cost data are presented in a format compatible with the "-Program Decision Structure," and are also compatible with structures being developed nationally for the presentation and analysis of higher education costs. In reviewing the figures contained in this report, comparisons of overall averages except in those cases where the institutions offer reasonably similar instructional programs should be avoided. The same rule applies to comparisons of graduate costs at the state colleges and universities where the differences in program size and type significantly affect costs. (Author/KE)

511.

ED 112 733 HE 006 695
External Programs and Off-campus Instructional Sites. Washington Colleges and Universities, 1974-75.
Washington State Council on Higher Education, Olympia.
Pub Date Jun 75
Note—119p.
Available from—Council on Higher Education, 908 East 5th, Olympia, Washington 98504
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
Descriptors—Colleges, Community Colleges, Educational Facilities, *Extension Education, *External Degree Programs, *Higher Education, *Off Campus Facilities, Open Education, Post Secondary Education, Surveys, Technical Institutes, Universities, *University Extension, Vocational Schools
Identifiers—*Washington

The Council on Higher Education was directed to review external educational options in the State of Washington, to prepare a report describing these options, and to develop guidelines for their establishment. This report provides a full inventory of external options in accordance with the directive. It was agreed that, in determining whether an educational activity would be considered "external," the focus would be on expanding educational access. Options designed to reach out to students who are unable to spend considerable amounts of time attending class on campus were felt to be clearly "external." In light of these criteria, the institutions were asked to examine their off-campus offerings. The document's maps and tables are intended to acquaint

the reader with the nature and extent of off-campus offerings. (JMF)

512.

ED 128 020 JC 760 456

O'Brien, John E.

Community College Capital Analysis Model; A Report to the Washington State Legislature. Performance Audit Report No. 75-12.

Washington State Legislature, Olympia. Legislative Budget Committee.

Pub Date 16 Oct 75

Note—111p.; Some pages in appendices may reproduce poorly due to small type size

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Budgeting, *Capital Outlay (for Fixed Assets), Community Colleges, Educational Facilities, *Junior Colleges, Measurement Techniques, *Models, *Space Utilization, *State Standards, Statewide Planning

Identifiers—Capital Analysis Model, *Washington

This performance audit was conducted to provide the Legislature with an evaluation of the Capital Analysis Model (CAM) utilized in the development of the Washington State Community College System capital budget request to the Legislature. The CAM is a tool for measuring projected capital facilities needs in relation to current capital facilities, in terms of projected day on-campus enrollments. It is composed of space standards for 11 types of space utilized in the community colleges, based on estimated area requirements for each type of space as well as expected utilization of the space. This report evaluates the CAM in terms of three management functions: the planning function, the operations function, and the management review function. Lack of measurable long-range capital facilities objectives and reliance on short-range enrollment projections are cited as the greatest weaknesses of the planning function. CAM space standards and space utilization standards are compared with actual space utilization and the space and occupancy standards of 21 other states in the operations review. The management review function of the State Board for Community College Education is stated to be limited by the Board's desire to "sell" the CAM as a capital budgeting tool. A summary of recommendations, examples of alternative classroom utilization and seat occupancy rates and potential cost savings, and extensive statistical data for each community college are presented in appendices, as are comments on each recommendation by Washington higher education agencies. (BB)

513.

ED 115 329 JC 760 004

Final Quarterly Enrollments, Academic Year 1974-75. Operations Report No. 12.

Washington State Board for Community Coll. Education, Olympia.

Pub Date Nov 75

Note—29p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Descriptors—Community Service Programs, Demography, *Enrollment, *Enrollment Trends, General Education, *Junior Colleges, *State Surveys, *Statistical Surveys, Vocational Education

Identifiers—*Washington

This fifth annual report is intended to provide an accurate and current compilation of enrollment data for the 22 institutions in the Washington community college system. Data are reported in 25 tables, many of which contain historical enrollment data which appeared in earlier reports, with comparable data added for the 1974-75 academic year. Total fall enrollment in 1974 was 146,784, an increase of 6.62 percent from fall 1973, and 455.09 percent from fall 1962, the first year for which data were available. Full-time equivalent (FTE) student enrollment for fall 1974 was 80,203, up 4.44 percent from fall 1973, and 409.58 percent from fall 1962. Total FTE enrollment for the 1974-75 academic year shows 44,453 (53 percent) enrolled in academic programs, 39,302 (46 percent) enrolled in occupational programs, and 679 (1 percent) enrolled in community service programs. Data on program enrollments are further broken down by quarter and individual institution. Data are also provided for FTE and headcount enrollment by funding source and program type, and the program enrollments of FTE students by academic quarter for each of the last seven academic years are shown. Data on sex, age, residency, credit hour load, source, ethnic background, and educational intent are offered for academic and occupational students enrolled in the fall of 1974. (NHM)

514.

ED 119 767 JC 760 160

Howard, Alan And Others

A Plan for Community College Instructional Computing.

Washington Association of Community Colleges.; Washington State Board for Community Coll. Education, Olympia.

Pub Date Dec 75

Note—82p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage

Descriptors—Community Colleges, Computer Assisted Instruction, *Computers, Computer Science, *Computer Science Education, Course Descriptions, Course Objectives, Curriculum Development, Curriculum Guides, *Data Processing, Equipment Utilization, *Junior Colleges, *Statewide Planning

Identifiers—*Washington

This document presents a comprehensive plan for future growth in instructional computing in the Washington community colleges. Two chapters define the curriculum objectives and content recommended for instructional courses in the community colleges which require access to computing facilities. The courses described include data processing technology, problem solving, general introduction to computers and computing, and computer science. The use of computers as adjuncts to classes is considered in sections on computer assisted instruction, computer based instruction, and computer managed instruction. Other chapters define the software, hardware, peopleware and other support required to adequately meet the requirements of the identified course contents and objectives. The final chapter presents the resource specification and acquisition procedures which will permit the community colleges to move from the present level of fragmented, individualized approaches to meeting the instructional computing needs of students, to a planned and coordinated distributed computing network of compatable hardware and software, and to a more efficient utilization of total state computing resources. A glossary and bibliography are appended. (Author/DC)

515.

ED 118 204 JC 760 133

Task Force on Board Relationships. Final Report.

Washington State Board for Community Coll. Education, Olympia.

Pub Date 7 Jan 76

Note—49p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—Administrative Policy, Administrative Problems, *Administrator Responsibility, *College Administration, Community Colleges, Educational Responsibility, Governance, *Junior Colleges, *State Boards of Education, State Legislation, State School District Relationship, *Trustees

Identifiers—*Washington

The governance and management of the community college system in the state of Washington is based upon a division of responsibilities between the 22 district boards of trustees and the State Board. In 1967, a formal division of responsibilities between the district boards and the State Board was enacted by the state legislature. Later reports of district and State Board activities divided these responsibilities into 10 problem areas: (1) operating budget actions; (2) capital budget and project actions; (3) personnel actions, including professional negotiations; (4) real property acquisitions; (5) program and curriculum-related actions; (6) planning; (7) fees and charges; (8) legislative program; (9) State agency status; (10) multi-district cooperation. This report reassesses district and State Board responsibilities in each of these 10 areas, and makes a number of recommendations. A matrix graph is appended which explains the statutory responsibilities of each of the boards, enumerates recommendations, explains the implications of the recommendations for board responsibilities, and delineates the steps necessary for implementation. (NHM)

516.

ED 122 875 JC 760 258

Mundt, John C.

Statement [on Community College Finance in Washington].

Washington State Board for Community Coll. Education, Olympia.

Pub Date 29 Jan 76

Note—10p.; Text of statement made at a news conference (Seattle, Washington, January 29, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—Community Colleges, Comparative Analysis, Enrollment Trends, *Expenditure Per Student, *Financial Needs, *Financial Support, Full State Funding, *Junior Colleges, *State Aid, Student Enrollment

Identifiers—*Washington

While enrollment in Washington's 27 community colleges has risen from 74,363 in 1967 to nearly 160,000 in 1976, and full-time equivalent (FTE) enrollment has grown 113 percent to 90,000, legislative funding of the community college system has not kept pace with increases in enrollment. In 1969-70, the community colleges received $1,093 in state and local funds for each FTE. Adjusting for inflation and the recent 75 percent enrollment increase in more expensive vocational programs, $1,686 per FTE was required in 1976, while only $1,356 was received. Further, Washington's funding level per student was $209 below the average of 14 other states. Three charts illustrating community college enrollment and funding problems in Washington are appended. (NHM)

517.

ED 131 881 JC 760 641

McIntyre, Catherine E. Wales, Christy A.

Evaluation of a Non-Traditional College: Costs and Effectiveness.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Pub Date Oct 76

Note—76p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—College Role, Community Colleges, Comparative Analysis, *Cost Effectiveness, *Delivery Systems, Educational Accountability, Educational Facilities, Evaluation, *Expenditure Per Student, Experimental Colleges, *Junior Colleges, Objectives, Program Effectiveness

Identifiers—*Noncampus Colleges, *Whatcom Community College

This document compares the operating effectiveness and costs associated with Whatcom Community College (WCC), a non-campus educational system, to estimated alternative costs of a traditional campus operation for WCC. Comparative data were obtained by using three other colleges as proxy institutions for a hypothetical campus-based WCC. Among the findings of the evaluation were: (1) WCC without a campus performed at least as well as a WCC with a campus in meeting the majority of its operating goals; (2) WCC without a campus did no better than its counterpart at assessing and meeting the needs of target groups; (3) educational services were adequately provided without a campus; (4) WCC without a campus spent 10% less per student and 6% less per course; and (5) one-third less in instructional costs per student was spent in the non-campus operation. Overall, WCC without a campus appeared to be doing at least as well as the average performance of other campus-based colleges. Appended are three WCC documents entitled: (1) WCC Looks at First Six Years; (2) Internal Mandates; and (3) How a College Without a Campus Plans to House its Services. Also appended are tabular data used in the study. (JDS)

518.

ED 131 893 JC 770 003

Community Education: Final Report. A Position Paper Presented to the State Board for Community College Education.

Washington State Board for Community Coll. Education, Olympia. Advisory Council on Community Coll. Planning.

Pub Date 29 Nov 76

Note—18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, Community Colleges, *Community Education, Community Schools, Community Services, Educational Finance, Extension Education, *Institutional Role, Interagency Cooperation, *Interinstitutional Cooperation, *Junior Colleges, *School Community Relationship, Statewide Planning

Identifiers—Washington

A conceptual basis within which all sponsors of community and continuing education can cooperate is proposed in this paper Such cooperative agencies would include community colleges, school districts, community park and recreation departments, YWCA's, YMCA's, public and private four-year institutions, vocational-technical institutes, and all other sponsors of community education. Definitions of such terms as community education, continuing education, extension, community service courses, and community schools are included. The historical perspective and contemporary demand for community education are discussed. The roles of the various sponsors of community education are outlined with gaps and overlaps in service delivery identified. Funding practices are also reviewed. The final section of this document includes numerous recommendations as to the role of the community college in the delivery of community education programs. The need for cooperative effort with other community education related agencies is particularly stressed. (Author/JDS)

519.

ED 131 901 JC 770 011

Final Quarterly Enrollments, Academic Year 1975-76. Operations Report No. 13.

Washington State Board for Community Coll Education, Olympia

Pub Date Nov 76

Note—81p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Community Colleges, Community Service Programs, Demography, *Enrollment, *Enrollment Trends, General Education, *Junior Colleges, *State Surveys, *Statistical Data, Student Characteristics, Vocational Education

Identifiers—*Washington

This publication is intended to provide an accurate and current compilation of data on student enrollments in Washington community colleges for the academic year 1975-76. Historical enrollment data is included as is summarized student demographic data collected during the fall quarter of 1975 only. Thirty-five tables reflecting institutional and total enrollments are presented for the following categories: (1) student headcount; (2) FTE (full-time equivalent) student enrollment; (3) FTE enrollment growth; (4) annualized enrollments; (5) comparative enrollments by counting methodologies; and (6) quarterly enrollments. Data are further broken down by curriculum area and funding source. Data indicate: (1) an 8.6% increase in headcount over the previous year, (2) an 11.7% FTE enrollment increase over the previous year, and (3) vocational enrollments accounted for 46% of the total enrollment. Information on sex, age, residency, credit hour load, source, ethnic background, and educational intent is presented for academic and occupational students enrolled in the fall quarters of 1973, 1974, and 1975. A glossary of terms used in the tables is included. (Author/JDS)

520.

ED 132 999 JC 770 037

Kenny, Eleanore

Curricular Articulation and Transfer of Credit in Washington Public Colleges and Universities. Report No. 77-8.

Washington State Council for Postsecondary Education, Olympia

Pub Date Nov 76

Note—99p., A report in response to Senate Resolution 1976-179, Washington State Legislature

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Academic Achievement, *Articulation (Program), Associate Degrees, Bachelors Degrees, *College Credits, Degree Requirements, Educational Coordination, *Higher Education, Interinstitutional Cooperation, *Junior Colleges, State Surveys, *Transfer Policy, Transfer Students

Identifiers—*Washington

Interinstitutional transfer of courses and credits, acceptance of the community colleges' academic transfer degrees, and steps to be taken to achieve curricular articulation were the primary focuses of a study of the academic transfer policies of Washington state colleges and universities. Data for the study were obtained from local institutional personnel and through collection of transcripts of Associate transfer degree holders and of native and transfer baccalaureate degrees. Findings of the study indicated: (1) the development of interinstitutional agreements between most community colleges and senior institutions and establishment of transcript evaluation procedures have improved articulation overall; (2) those institutions which accept the AA degree in fulfillment of general education requirements and those with well-developed evaluation procedures promote the progress of transfer students to graduation without excess credit accumulation; (3) students who transfer and graduate compare favorably with native students in terms of average grade point averages; and (4) a major impediment to a synchronized public postsecondary educational system stems from lack of agreement upon lower division course content. Recommendations for further improving articulation conclude this report. Study-related materials are appended. (JDS)

West Virginia

521.

ED 095 982 JC 740 355

A Plan for Comprehensive Community College Education in West Virginia.

West Virginia Board of Regents, Charleston.

Pub Date Nov 71

Note—67p., Report to the Governor of West Virginia and the Legislature of the State of West Virginia pursuant to House Concurrent Resolution No. 16, 1971

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Community Colleges, *Comprehensive Programs, Higher Education, *Post Secondary Education, Program Development, *State Action, State Agencies, *Statewide Planning, Technical Reports

Identifiers—*West Virginia

A recommended State plan for the establishment and operation of a comprehensive community college program as part of the higher educational system of West Virginia is presented. The chapters of the report, which follow a Foreword and a Summary of Recommendations, are: I. Comprehensive Community College Education, II. Present Status of Community College Education in West Virginia, III. State Level Responsibility for Comprehensive Community College Education in West Virginia, IV. A Plan for Implementing Comprehensive Community College Education in West Virginia, and V. Considerations and Suggestions for Implementing the Comprehensive Community College Education System in West Virginia. Appendixes provide a chart, tables, and selected biographical data of consultants. (DB)

522.

ED 102 903 HE 006 268

Foley, Arthur P. And Others

West Virginia's State System of Higher Education. Annual Report, 1973-74; Current Operating Revenue and Expenditures.

West Virginia Board of Regents, Charleston.

Pub Date Dec 74

Note—48p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors—Community Colleges, *Educational Finance, Expenditure Per Student, Expenditures, *Higher Education, *Income, *Operating Expenses, State Colleges, *State Universities

Identifiers—*West Virginia

This report is an analysis, by nationally accepted classification, of current operating revenue and expenditures for the West Virginia state system of higher education for fiscal year 1973-74. Data are presented for total operating revenue expenditures, regular educational and general revenue and expenditures, percentage distribution of regular educational and general revenue and expenditures to eight sources, regular educational and general revenue and expenditures per full-time-equivalent (FTE) student, sponsored research revenue and expenditure, auxiliary enterprise revenue, student aid revenue, and West Virginia University Medical Center revenue. (MJM)

523.

ED 124 080 HE 007 944

Foley, Arthur P. Massey, Ted W.

West Virginia's State System of Higher Education. Annual Report, 1974-75. Current Operating Revenue and Expenditures.

West Virginia Board of Regents, Charleston.

Pub Date Feb 76

Note—54p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Annual Reports, Budgeting, Community Colleges, *Educational Finance, Financial Needs, *Higher Education, Income, Medical Schools, *Operating Expenses, *State Boards of Education, State Universities, Statistical Data, Tables (Data)

Identifiers—*West Virginia

The fifth annual financial report of West Virginia's state system of higher education is presented by the Board of Regents. Current operating revenue and expenditures for fiscal year 1974-75 are given, including trend data pertaining to total revenues and expenditures for fiscal years 1971-72 through 1974-75. Operating revenue and expenditures are classified according to three major categories: Educational and General, Auxiliary Enterprise, and Student Aid. Data for two medical schools are shown separately. This Current Fund Analysis does not include other fund groups, such as Loan Funds, Plant Funds, or Agency Funds. The tables attempt to group similar institutions, but such factors as enrollment differentials, curriculum or academic programs, geographic location, funding levels, and faculty characteristics must be considered. The first section of the report presents and discusses revenue to the state system, and the second section relates to expenditures. The appendix presents supplemental detailed data concerning regular educational and general revenue and expenditures. (LBH)

524.

ED 125 388 HE 007 852

Degrees Conferred by West Virginia Institutions of Higher Education 1974-75.

West Virginia Board of Regents, Charleston

Pub Date Aug 75

Note—81p.

Available from—West Virginia Board of Regents, 1316 Charleston National Plaza, Charleston, West Virginia 25301

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Colleges, Degrees (Titles), *Higher Education, *Junior Colleges, State Colleges, *Statistical Data, Student Characteristics, Tables (Data), *Universities

Identifiers—*West Virginia

Degrees conferred during the 1974-75 academic year by all institutions of higher education in West Virginia are analyzed in this report. Variables analyzed include institutional control, sex of student, level of degree, and area of study. (JMF)

Wisconsin

525.

ED 027 005 JC 690 043

Witmer, David R.

Right of Notice and Hearing, "Due Process," and Related Constitutional Rights of Students.

Wisconsin Board of Regents of State Universities, Madison.

Pub Date 69

Note—10p.

EDRS Price MF-$0.25 HC-$0.60

Descriptors—Court Cases, *Court Litigation, *Junior Colleges, *Laws, *Legal Problems, *Legal Responsibility, Student Behavior, Student College Relationship

Identifiers—Wisconsin

Opinions about due process as it applies to the contemporary college campus range from the extreme view that due process as defined and practiced in U.S. courts of criminal law should be followed on college campuses to the opposite extreme that an educational community must evolve its own "due process" in light of campus objectives and traditions. Reviewing relevant court decisions, the author feels that the following guidelines approach an equitable middle ground. The student must be: (1) given notice of the charges against him and the grounds that, if proven, would justify his expulsion or suspension, (2) given the names of eyewitnesses against him and a report on the facts to which witnesses testified, (3) given a hearing (public if he requests) and the opportunity to confront witnesses against him and to present evidence in his defense, (4) notified of the time, place, and date of the hearing and allowed sufficient time to prepare a defense, (5) disciplined by a duly-established body operating under regular procedures, and (6) furnished a report of the findings and results of the hearing for his inspection. (MC)

526.

ED 028 293 **VT 008 148**
Hawthorne, Phyllis Lins, L.J.
College Transfer, Associate Degree Vocational Diploma and Apprenticeship Enrollments Wisconsin Vocational, Technical, and Adult Education Schools, Fall 1967.
Wisconsin Coordinating Council for Higher Education, Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—CCHE-9
Pub Date Jan 69
Note—101p.
EDRS Price MF-$0.50 HC-$5.15
Descriptors—Adult Education, Apprenticeships, Area Vocational Schools, Associate Degrees, *Post Secondary Education, Program Descriptions, *School Surveys, State Surveys, Statistical Data, Student Characteristics, *Student Enrollment, Technical Education, Technical Institutes, Transfer Programs, *Vocational Education
Identifiers—*Wisconsin

A comprehensive survey of the 63 schools in Wisconsin offering vocational, technical, and adult education courses in the 1967-68 school year was conducted to obtain a description of current programs. A total of 186,665 students were enrolled. Complete data were obtained on 34 schools. Some study highlights were: (1) New resident students constituted 51.5 percent of the total group, (2) 32.8 percent of the total state resident enrollment were in the 13 technical institutes, (3) Approximately three fourths of the total resident enrollment at vocational-technical schools were new resident students, (4) More than one half of the total number of students were 20 years of age or older, (5) The majority of the students a t the technical institutes came from the younger age groups, (6) A greater percentage of the students were enrolled full time in an associate degree and vocational diploma program than in college transfer programs, (7) Many students at the vocational, technical, and adult education schools traveled beyond a reasonable commuting distance to attend, and (8) Out-of-school enrollments were small in number. Included in the document are both narrative descriptions and tables classifying data by institutions and type of program. (DM)

527.

ED 032 415 **VT 009 019**
Statewide Estimates and Projections of College Transfer, Associate Degree, Vocational Diploma and Apprenticeship Enrollments; Vocational-Technical-Adult Schools.
Wisconsin Coordinating Council for Higher Education, Madison.
Spons Agency--Office of Education (DHEW), Washington, D.C.
Report No—CCHE-91
Pub Date Jul 69
Note—23p.
EDRS Price MF-$0.25 HC-$1.25
Descriptors—Apprenticeships, Associate Degrees, *Enrollment Projections, *Post Secondary Education, Technical Education, Transfer Programs, Vocational Education
Identifiers—*Wisconsin

This report sets up the methodology for enrollment estimates and projections, and indicates the general expectation of future enrollments. Estimates for 1969, 1970 and 1971, useful for short-range instructional and budget planning are based on the number of high school graduates and of new students. Projections for 1972 through 1984, useful in long-range facility planning, are based on the number of births and of new students. The experience of the University of Wisconsin and Wisconsin State University campuses for 1964 to 1967 was used as a base for estimates and projections for college transfer and associate degree programs; the experience of the vocational diploma program from 1967 to 1968 was utilized for estimates and projections for that program. Apprenticeship and unclassified enrollments were derived by subtraction of the other programs from the total. Some estimates and projections are: (1) 1970--all programs, 37,755; college transfer, 5,149; associate degree, 12,846; vocational diploma, 12,995, apprenticeship and unclassified, 6,765; (2) 1984--all programs, 49,302; college transfer, 5,807; associate degree, 14,120; vocational diploma, 18,039, apprenticeship and unclassified, 11,336. (JK)

528.

ED 037 154 **HE 001 353**
Academic Plan for Wisconsin's Public Universities 1970 - 1980. Wisconsin Coordinating Council for Higher Education 1969 Annual Report.
Wisconsin Coordinating Council for Higher Education, Madison.
Pub Date Nov 69
Note—88p.
EDRS Price MF-$0.50 HC-$4.50
Descriptors—Curriculum Development, *Educational Planning, *Higher Education, Institutional Role, *Planning, *Program Planning, Public Education, *State Universities
Identifiers—*Wisconsin

The Academic Plan was developed to avoid unnecessary duplication of program efforts, make more efficient use of facilities and teaching staff, and insure continuing excellence of higher education in Wisconsin. The first part of the plan discusses its purposes, which include increasing educational opportunities in the state and insuring the diversity of institutions. Part 2 contains the basic principles of the Plan and broad goals for Wisconsin higher education. Part 3 outlines the academic mission and the 1970-1980 program development plan for each of the state's public universities. Part 4 describes the procedure for Council Review of the Plan. Part 5 discusses the Coordinating Council's policy on special areas of need including the financing of 2-year institutions, architecture, forestry, social welfare, law enforcement, and traffic and safety education programs. Part 6 discusses the rationale and need for enrollment planning maximums. Appendices on existing academic offerings in Wisconsin public institutions and on responsibilities and functions of the Coordinating Council for Higher Education are attached. (AF)

529.

ED 038 110 **HE 001 497**
Planning Project For The Coordinating Council For Higher Education.
Wisconsin Coordinating Council for Higher Education, Madison.
Pub Date Nov 69
Note—7p.
EDRS Price MF-$0.25 HC-$0.45
Descriptors—Educational Improvement, *Educational Planning, *Educational Policy, *Higher Education, *Planning, Program Development, Program Improvement, *Program Planning
Identifiers—*Wisconsin

The purpose of this planning project is to develop policies, plans, and procedures to improve higher education in Wisconsin. To achieve this goal, attention was concentrated in the following areas: (1) budget analysis, (2) fund disbursement, (3) distribution of costs among students, local, state, and federal governments, (4) projections of space needs for land and buildings, (5) revision of existent programs, (6) development and extension of public services, (7) individual opportunity in graduate, professional, and technical programs, (8) development of two-year post high school education, (9) Council functions and effectiveness, (10) organization and administration of public higher education, and (11) information reporting. To formulate plans, the Council will appoint three committees comprised of (1) persons in education, government, and business, (2) technical specialists, and (3) representatives of special groups such as students, public, etc. The Council staff will collate recommendations from all committees and formulate an integrated plan for review. Results of the project are to be presented to the legislature and governor in January 1971. (NF)

Wyoming

530.

ED 097 082 **JC 740 405**
Gonzales, Thomas
A Study of Five Program Areas within Higher Education Institutions in the State of Wyoming.
Wyoming Higher Education Council, Cheyenne.
Pub Date Nov 73
Note—83p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*College Curriculum, *Community Colleges, *Comparative Analysis, *Course Descriptions, Course Evaluation, Data Collection, Higher Education, Post Secondary Education, State Colleges, Technical Reports, *Universities
Identifiers—*Wyoming

Five program areas among Wyoming higher education institutions were studied. The programs analyzed were: Agriculture, Apprenticeship Training, Computer Science, Law Enforcement, and Secretarial Science. The purpose of the study was to compare the five programs among the community colleges and the University of Wyoming. The report is divided into four sections: (1) bases of comparison and data definitions, (2) presentation of the data, (3) conclusions of the study, and (4) recommendations for future direction. (Author/DB)

531.

ED 097 080 **JC 740 403**
Maier, Stephen
A Compilation of Planning Information for Wyoming's Community College.
Wyoming Community Coll. Commission, Cheyenne.
Pub Date Jan 74
Note—112p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*Campus Planning, *Community Colleges, Data Collection, *Educational Objectives, Post Secondary Education, *Program Planning, *State Colleges, Technical Reports
Identifiers—*Wyoming

Program and campus development plans of Wyoming's community colleges, as of September and October 1973, are provided. The report is divided into three sections: 1. The Colleges (Casper College, Central Wyoming College, Eastern Wyoming College, Laramie County Community College, Northwest Community College, Sheridan College, and Western Wyoming Community College); 2. Summary (Goals and Objectives; Short and Long-Rane Plans; Program and Campus Development, and Challenges Facing the Colleges and Commission); and 3. Recommendations. (DB)

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Revised July 1977